

MacGregor
Deereet Vol 4, No 1, 3, 4, 10
8-10-49

NATIONAL PARENT-TEACHER THE P.T.A. MAGAZINE

600 South Michigan Blvd., Chicago 5, Illinois

OFFICERS OF THE MAGAZINE

Mrs. JAMES FITTS HILL President
Mrs. L. W. Hughes Vice-President
Mrs. ALBERT L. GARDNER Treasurer
Mrs. JOHN E. HAYES Secretary

DIRECTORS

Mrs. James Fitts Hill Mrs. John E. Hayes
Mrs. L. W. Hughes Mrs. Ralph Hester
Mrs. W. M. De Voe Mrs. Murl Hendrickson
Mrs. A. L. Gardner Mrs. Jack M. Little
Mrs. E. T. Hale Dr. Elise H. Martens
G. L. Maxwell

NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE is the official magazine of the National Congress of Parents and Teachers. All officers and directors are members of the Board of Managers of the National Congress. The directory of the Congress will be found on the inside back cover.

EDITORIAL OFFICE

600 South Michigan Blvd., Chicago 5, Illinois
The magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

SUBSCRIPTION OFFICE

600 South Michigan Blvd., Chicago 5, Illinois
ELEANOR TWISS, Business Manager

RATES

\$1.00 a year—U.S. and possessions
1.25 a year—Canada Single copy
1.50 a year—Foreign 15 cents

Make check or money order payable to the *National Parent-Teacher* and mail to the above address. Allow four weeks for first copy to reach you.

Notice of change of address must be given one month in advance and must show both old and new addresses.



The NATIONAL PARENT-TEACHER is listed in the *Education Index*.



Published monthly, September through June, by NATIONAL PARENT-TEACHER, INCORPORATED.

Entered as second class matter, October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

Copyright 1946 by
National Parent-Teacher, Incorporated

MEMBER OF THE



National Parent-Teacher

(Title Registered U.S. Patent Office)

The P.T.A. Magazine

VOL. XLI

No. 1

CONTENTS

September 1946

	PAGE
<i>The President's Message: Tasks for These Times.....</i>	3

ARTICLES

Your Family Is Your Fortune.....	<i>Joseph K. Folsom</i> 4
Children, Atoms, and Books.....	<i>Paul Engle</i> 7
How To Think About Yourself	
I. You Are a Human Being ..	<i>Bonaro W. Overstreet</i> 10
Baby Training Up to Date.....	<i>Benjamin Spock, M.D.</i> 14
A New Day for the Mentally Deficient	
	<i>Edward L. Johnstone</i> 19
MacArthur and the U.S. Education Mission to Japan	
	<i>George D. Stoddard</i> 22
Small Repairman.....	<i>Grace Jackson Mitchell</i> 25

FEATURES

Notes from the Newsfront.....	13
NPT Quiz Program.....	<i>Alice V. Keliher</i> 17
What's Happening in Education?.....	<i>G. L. Maxwell</i> 28
Poetry Lane.....	30
Searchlights and Compass Points	
Our Blueprint: The Findings.....	<i>Anna H. Hayes</i> 31
Exploring the Preschool Period (Outline)	
	<i>Ethel Kawin</i> 33
P.T.A. Frontiers.....	34
Books in Review.....	36
The Family Rediscovered Itself (Outline)	
	<i>Ralph H. Ojemann</i> 37
Motion Picture Previews.....	<i>Ruth B. Hedges</i> 38
Looking into Legislation.....	<i>Edna P. Cook</i> 40
Contributors	40
Cover Picture.....	<i>H. Armstrong Roberts</i>

EDITOR: EVA H. GRANT

ASSOCIATE EDITORS

ANNA H. HAYES
MABEL W. HUGHES
H. B. McCARTY

G. L. MAXWELL
RALPH H. OJEMANN
AGNES SAMUELSON

ADVISORY EDITORS

MAY LAMBERTON BECKER, *Reader's Guide in "Books,"* New York Herald Tribune
ETHEL KAWIN, *Director of Guidance, Glencoe Public Schools*
BONARO W. OVERSTREET, *Author, Lecturer, and Adult Educator*
GEORGE D. STODDARD, *President of the University of Illinois*
PAUL WITTY, *Professor of Education, Northwestern University*

MARY A. FERRE, *Director of Production*



MRS. L. W. HUGHES
PRESIDENT, NATIONAL CONGRESS OF PARENTS AND TEACHERS

IT
T
In m
let u
disc

so g
schoo

of ch
what

teach
ing,
And

with
adv
parti
associa

T
t
our u
the w
with
physi

I
well
be gi
of pr
that
an is
Fede
can v
we m

NATION

The President's Message



Tasks for These Times

IT IS September now, and to many people September is one of the most beautiful months of the year. The days begin to grow cooler and shorter, and we feel again an upward surge of energy and purpose. In millions of homes parents are busy getting their children ready for school. And the children themselves—let us hope that they will return gladly, even eagerly, to the work, the good cheer, and the joy of shared discovery that should be every school child's experience.

They're off. We wave them a fond good-by. There they go, we say to ourselves, looking so sturdy and so grown up. For the moment, at least, our job is done. We have got them ready and sent them off to school.

Yet our job for our children does *not* end at this point. If we have learned anything about the needs of childhood, it is that education is a twenty-four-hour process and that we are as much responsible for what goes on in school as we are for the environment we create at home.

It has never been easy to separate the tasks that belong to parents alone from those that belong to teachers alone. Indeed, they cannot, in real life, be separated at all. Whether we speak of health, of learning, or of character development, we must conclude that the tasks of home and school are interlocked. And unless one strengthens the other, much is lost and still more never gained.

If we make it a point to recognize this mutual dependence of parents and teachers, we shall strive with all our might to understand the purpose of the modern educational program and what we can do to advance it. One thing is certain: We cannot do it by being indifferent, by making excuses for our lack of participation in school affairs, or by easing our consciences with the payment of dues to a parent-teacher association.

THESE are times that call for action, for doers who not only talk about the better future but know how to go about creating it. It is our good fortune that we have been given one more chance to reaffirm our unalterable choice of the clean paths of freedom and enlightenment and to proclaim again our faith in the worth and dignity of every human being. If we are truly interested in the world's welfare, we shall start with a real and deep concern for the welfare of each individual. We shall dig down into our mental and physical reservoirs to bring to full realization the blessings of democratic education.

No other task can ever approach, in lasting value, the development of men and women well educated, well prepared for responsible citizenship. Let's resolve, therefore, that the education of our children shall be given top priority, that our children's schools shall be provided with the best we can offer in the way of program, finance, and personnel. Let's make our teachers and other members of the school staff feel that we are their allies in the educational enterprise. And as allies we must focus our united strength on an issue of utmost importance today—that of Federal aid for America's schools, a permanent system of Federal aid so planned as to assure our states and communities of unfettered control. Only by so doing can we give new reality and meaning to our work as an educational organization. Only by so doing can we make this Golden Jubilee year a shining landmark in the history of parent-teacher endeavor.

President, National Congress of Parents and Teachers

YOUR Family Is YOUR

MINGLED with the idea of freedom in the air Americans breathe is a curiously juvenile idea of success. For many adults success has the same meaning as in the dictionary of youngsterhood—to go far, have lots, and be somebody big. Wiser heads, however, will accept this author's sounder view: He who has a family need not seek his fortune; he has found it.



© Harold M. Lambert

JOSEPH K. FOLSOM

YEARS ago many a young man went west or to the big city to seek his fortune. Only after he had the beginnings of a pile, with plenty more in sight, did he feel it was quite decent to marry and begin to raise a family. We used to think that a man should have at least three thousand dollars in the bank before he married, although, needless to say, many of us put aside these counsels of perfection and married on three hundred. That is, if we weren't among the few young men and women who had the luck to "marry a fortune."

After marriage the thing to do was to get a neat little house and nice furniture and then to raise a nice little family that would fit in the neat little house. A nice little family was, ideally, two children but if both of these were of the same sex we might perhaps try one more. Generally speaking, however, those who had many babies did not have fortunes. Besides, when one made a will it was convenient not to have too many heirs, so that the property would really go around and do some good.

In most family clans there were those who either could not or would not live up to these ideals—pitied spendthrifts who died poorer than they were born, shiftless couples who had five and six and seven babies, and others who just never could seem to get along. The successful people were always being torn by an inner moral conflict: How much ought they really to help these poor relatives? Why should they, who rose early and saved, sink their hard-won earnings in a bottomless pit? Some people never would save anything, no matter what.

It has been said that from shirt sleeves to shirt sleeves takes only three generations. Yet it is a fact that in normal times the American middle class comprises more families on their way up the social ladder than on the way down. In such families the birth rate decreases as they climb the ladder. They fail to replace themselves, and the deficit is made up by new arrivals from the farms, from

Fortune

the manual workers' group, and from abroad. And thus continues the fateful process. Where property accumulates, human beings become fewer.

Now it may be that all this is just something inevitable—like the weather or death or taxes. But today we are beginning to feel a little differently about it. I personally believe that it can and must be changed. Yet in this session of our study course let us think not so much about the statistical, political, and economic aspects of this problem. Instead let us concentrate on the psychological.

The Goal Is Fullness of Life

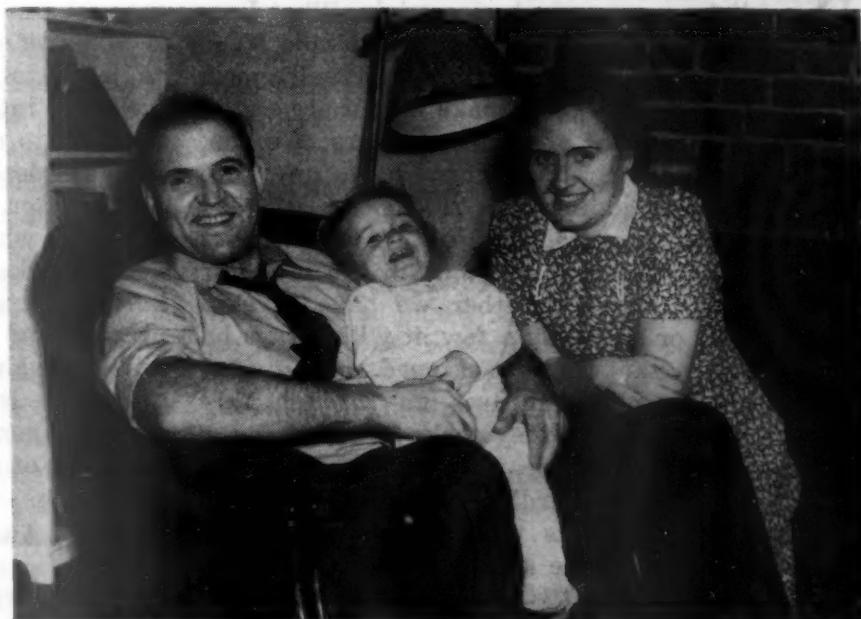
SINCE the 1880's middle-class Americans—and Margaret Mead says we are all psychologically of the middle class—have been the victims of a fortune-success-property neurosis. Because of this preoccupation in each generation we have been selling our birthright for a mess of pottage. This birthright is not necessarily the privilege of having four or five or ten children. The precise number will always depend on individual circumstances. Rather is it our birthright to enjoy to the full the very process of living, to watch with delight the growth and development of our children.

Our true fortune is not the neat little house and the nice things in it, the nice little buggy in the garage, and the bank account saved up for the future. Our true fortune consists in the children themselves.

What if we cannot give them all the advantages we should like to? We can at least give them the advantage of not having their lives poisoned by our anxiety over these advantages. We can give them a legacy of health, security, and serenity, assured that its value will not go up and down with the stock market. A young person who receives such a legacy will somehow make a constructive place for himself. Without this priceless equipment he can well make a mess of his life, regardless of his material advantages.

The time has now come for us Americans to work out a new definition of success: *The most successful people are those who have really lived, and taught others to carry on after them this stream of life in all its fullness.*

But how can we do this if we have not the wherewithal? How can we do it if we ourselves were brought up to fret about money and possessions? How can we conceal our anxieties from our children? How can we give them that attention, that patience, that love they need *now*, while we are inwardly boiling over with impatience to get something done, to get ahead with our work or our social obligations, to keep the house looking respectable, to provide adequately for the future of our children?



© H. Armstrong Roberts

The Problem Is How To Make Wise Choices

THE solution of any human problem has two sides. It involves changing the environment and changing ourselves. The first method involves action; the second, philosophy. Some problems require more of action; others, more of philosophy. To insist upon either one exclusively is defeatism.

Such defeatism comes in two varieties. There is the constantly complaining type of defeatist who says we can't accomplish anything until we can change this particular somebody or something in our environment. Then there is the philosophical, excessively Pollyanna type of defeatist who says we can't do anything except learn to like things as they are. To give our children health, security, and serenity requires that we avoid both these types of defeatism.

May I make here three brief suggestions about how action and philosophy may be combined to develop the art of family living?

First, we need to teach ourselves how to eliminate the less necessary. It is good to be thankful not only for what we have but also for what we can do without. Modern life stresses the positive. Modern advertising, propaganda, and education abhor the negative suggestion. And so we are advised by thousands of fingers pointing from billboards and platforms: Do this, do that, you *must* have this, *and* that, until we have more needs than we could possibly satisfy in a lifetime.

The Time Is Today—and Every Day

NOTHING if not responsive, we look, we read, we listen, we go, we buy, we join. What I am leading up to is not that stupid platitude "You can't have your cake and eat it too." Actually, most of the choices we have to make in life are not in that simple form of absolute opposites. We can, under ordinary circumstances, have any two things we want, adding them to our own store by cutting somewhere else. The real problem is to get our long list of wants arranged in the order of their priority. Then, whether we have to skip many things or skip only a few, it will always be the least important that get skipped.

Executives and committees go through this kind of process when they make a budget or a program. Once it is made, they go home and stop worrying about it, regardless of the wails of protest from the interests that get rejected. Why cannot a family do the same, especially when it realizes that the rejected items are not persons and rarely include the major interest of any one person?

Second, families need a more realistic analysis and planning of time in terms of family needs. This does not imply a rigid or detailed schedule, although I believe children do gain emotional security from having some few things happen every day at the same hour and in the same way. It does, of course, require thinking ahead in terms of the clock, but at the same time it involves the ability to enjoy *processes* apart from their results. If we do not fool ourselves about how much time a given process in the family setting really requires, we shall be less prone to the disease of "hurry-it's" that destroys serenity in so many families, even though the members may have a full measure of health and security.

The trouble with many parents is that they have grown up far enough to be very efficient people but not far enough to live with inefficient people—that is, with children. This seems to be a most difficult piece of learning even for parents who are otherwise the best educated in the world.

My third suggestion is closely related to the second. We need to learn to *communicate* richly and warmly while we are *doing* something. Instead of trying to cut five minutes off the time of preparing dinner we might study how to make the process interesting and educative to the children even if it does take five minutes longer. I dare say that the art of modern family living is largely a matter of attention habits. A recent experiment has shown that women can observe more out of the corners of their eyes than can men.

Many of us, both fathers, and mothers, need to learn to watch people more, things less. If we are so intent upon physical results that we cannot stop to demonstrate affection, bestow praise, answer questions pregnant with educational possibilities, or philosophize about the purposes and values of what we are doing, then we may be efficient workers but not efficient parents. Even our hard-working ancestors took time out for family prayers and church-going to help them keep in mind the values for which they were living. Moreover, there is in the daily speech of many illiterate peasants more of sound philosophy than in the discourse of many modern college graduates.

And the Method Is Practice

How do we learn to do these things? Just as we learn to play a piece of music or to perform any other art! By analytical practice. By singling out the difficult step or passage and repeating it oftener than we repeat the easier parts of the performance. By welcoming or creating opportunities to practice the new accomplishment. Then some day, suddenly, we discover that it comes easier. We are learning; we are on our way.

These recommendations have to do with only a small part of the total art of living. Here I can merely express my conviction that living *is* an art, that it is an art which can be learned. And as we learn by study and experience to give our children health, security, and serenity, we are investing our efforts in a form of capital that cannot be taken away from us. After all, it is the family itself that is our true fortune.

PAUL ENGLE

THE earth may echo and tremble with exploding bombs, but children still love to listen to stories and, later, to read books. What shall we give them? Here is one answer, with reasons—reminding us that the march of time is to the music of ancient truth.

THIS is the great age of the fact. In any argument the most telling statement one can make is to say of his assertion, "It's a fact," knowing that if the other person will accept it as a fact the argument is won. Children looking at magazines find them full of articles giving the facts about something—the real facts, not simply what everyone may think at the moment. Even a piece of imaginative fiction may be praised because it is "true to the facts."

Advertisements are full of appeals to facts, stating the exact number of housewives out of so many thousands who said that they always scrubbed the kitchen floor from left to right and therefore found Lefto, the new cleanser, indispensable. Full-page ads in color about automobiles, refrigerators, pipes (tobacco or plumbing), hats, tooth paste—all scream that, though you may have thought they all looked alike, "Here are the facts!" The implication is that truth is something primarily factual, something that can always be reduced to numbers.

Beyond the Fact Lies Truth

THE release of atomic energy is simply the latest and most destructive fact. Yet from the announcements that heralded this dramatic achievement we gained the idea that in one grand gesture the men of science had flung open the door of truth and that we had only to walk in and see the wonders of a new world.

The reason for this near-worship of facts is probably our respect for science, the feeling bred into our bones that the orderly accumulation of facts is the real source of knowledge and that the most firmly grounded truth is that which is based on facts that can be seen, touched, heard.

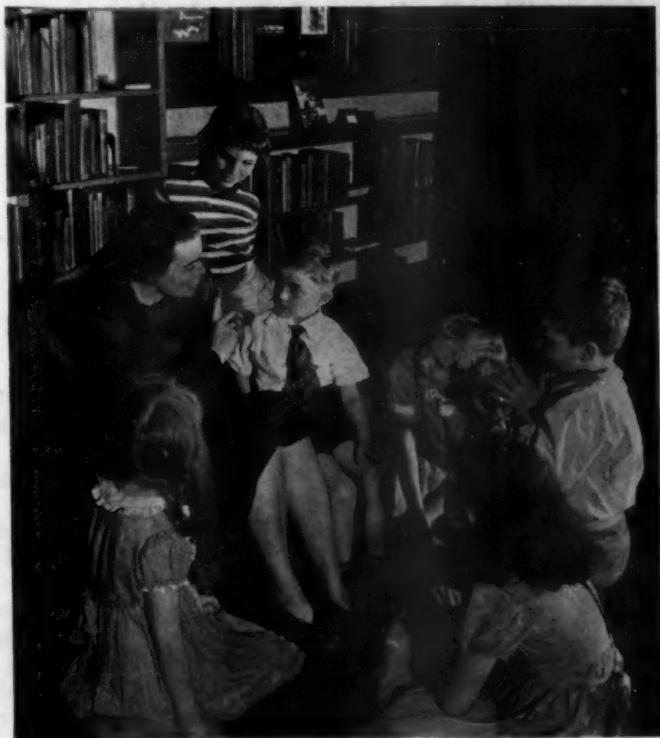
But this is all wrong.

The child is a fact, too—often as explosive and destructive as the atom. What really matters about atoms today is that they may be used to destroy cities full of children.

CHILDREN, ATOMS, AND Books

If this is true, then why should children be concerned with anything except the atom? In particular why should they bother with such unreal things as books, with their tales about animals that talk, about giants and elves, about elephants that look for Santa Claus, about ancient Persians who were shipwrecked on islands where there were birds with eggs as big as houses and caves filled with rubies? Why encourage a child to read about magical men sailing through the air on flying carpets at a time when we are developing the fast-as-sound plane? Should children not be made to read books that tell them the facts about the life they will have to live, books that will give them not imaginative unreality but the bare truth?

The answer, of course, is that books present facts too—not the facts of matter but the facts



© Lilly Joss



© Lilly Joss

that really do matter, the facts about how people live. Is there more truth in factual science than in made-up art? We still read the old Greek plays for their truth about human nature, which is as solid today as when the plays were written. But where is Greek science? We no longer believe in the Greek theory of the elements, but we still believe completely in the truth that Odysseus proved by his adventures in the *Odyssey*—the truth that courage and wit and quick intelligence and loyalty are admirable qualities and that in the end they will triumph over their opposites. This is undeniable truth, and it is the kind of truth children need. It is also the kind of truth they will learn most painlessly through books.

The Realities of Storyland

THE truth of Mother Goose, of Grimm, of Hans Christian Andersen, of most children's books today, is constant, unaffected by changes in our understanding of psychology, of society, of the

earth. For those books are concerned with the one really unchanging and constant thing, human nature. What was true of a Persian merchant named Sindbad thousands of years ago is still true of your neighbor next door who has his troubles and his hopes and who comes close to failing because of too much ambition. The cause of all Sindbad's adventures was his effort to increase his wealth even after he had quite enough to content most men. He wanted more, and as a result got into all kinds of desperate scrapes, from which, however, he was saved by his common sense, his skill, and his refusal to give up.

Here is as good a piece of human observation as you will find anywhere; it is truth as it will always be for men on this earth. The fact that it appears in a folk tale of a remote country does not make it false or even questionable; it merely confirms our ideas about the way people act—how they acted then and how they still act.

Take the story "The Fisherman and His Wife" from Grimm. There, in an amusing and sprightly manner, with a harmonious form, is the finest brief account I have ever read of how punishment is meted out for excessive greed and pride. Not content with a good husband and a modest living, the wife increases her demands so far that in the end she is defeated by them. This is surely truth, and it is surely a better way to instruct the young than to tell them abstractly that they must not wish for the moon.

Nothing could appear more clearly as pure entertainment, even pure nonsense, than Mother Goose. There, you remember, is that ridiculous story of the old woman who found a crooked six-pence while sweeping her house, and bought a pig with it. The old woman's pig refused to go over a stile on the way home. But she was not dismayed. Eventually she got a cow, a cat, a rat, a rope, a butcher, an ox, water, fire, a stick, and a dog all lined up to act in sequence in such a manner that in the end the dog bit the pig and he did jump over the stile. Here is an example of the rewards in store for one who uses her head, as the old woman did, and of the value of cooperative action, complete with illustrations as fitting as you find in any sermon or novel.

Now these are the facts found in literature of all kinds, including folk tales, legends, and children's books. They are unarguable truth. But they are not the only reason for reading. There is the simple delight of the story itself, which is often enough justification for a child's giving attention to a book. The special quality of literature, of course, is that it combines pleasure with wisdom. How else can our children be profitably instructed and at the same time happily and wisely entertained?



© Lilly Joss

Wings for the Mind

EVEN at the level of science itself there is good reason for reading literature. It is a dangerous thing for a country to let the imagination of its people go unrecognized. For where do most of the great advances of science come from? Not from the analytical and experimenting mind alone but from the projecting, energetic imagination, driving beyond the fact. And how better can the child's imagination be developed than by accustoming him, through literature, to conceiving of all manner of shapes and creatures and ideas that he does not live with in his daily life? Only by recognizing the rightness of such apparent unreality will the child go on to create his own unique things, uninhibited by any concern for conformity to bare fact.

The final argument for literature today is that exactly as the scope and threat of science increase, so does the need for literature increase. More and more of our children will be receiving a scientific education. This is the century in which such an education is natural and urgent, and we shall not oppose it. But we can say that these are the very children who most need literature.

Indeed it can fairly be said that men who most need the human values of literature in this time are those men who made the atomic bomb. Those who have it in their power to do the greatest destruction have the greatest need of acquaintance with the body of writings that contain the oldest and noblest examples of the folly of destruction. So will our children, as the years of indecision and atomic trauma come on, the years in which they will become adults with the burden of this approaching age on them, need the comedy and imaginativeness and moral example of literature. They will need it all—from the simplest nursery rhyme to the tales of Winnie the Pooh and Babar



© Lilly Joris

the Elephant and Stuart Little, the human mouse.

And those men and women who are in a position to bring children to books—parents, teachers, and librarians, largely—have an immense obligation. For when they attract children to works of creative imagination today, they are not leading them away from reality and the grim facts that are around them like the air itself. Rather, they are helping to give those children the flexible minds and active imaginations that will enable them to find meaning and shape in reality, and the strength to endure whatever may come.

BEYOND THE BOUNDS OF FACT.

In the highest civilization, the book is still the highest delight. He who has once known its satisfactions is provided with a resource against calamity.—EMERSON

Imagination is more important than knowledge.—ALBERT EINSTEIN

Of the things which man can do or make here below, by far the most momentous, wonderful, and worthy are the things we call Books!—CARLYLE

As a rule, indeed, grown-up people are fairly correct on matters of fact; it is in the higher gift of imagination that they are so sadly to seek.—KENNETH GRAHAME

He that loves reading has everything within his reach. He has but to desire, and he may possess himself of every species of wisdom to judge and power to perform.

WILLIAM GODWIN



© H. Armstrong Roberts

HOW TO

Think

ABOUT

YOURSELF

cises
zine
that
Wha
pow
in a

If
surf
touc
more
sure
spir
ging
its s
by a
wher
in p
vita

I^T
B
sum
sour
to fo
Psy
peop
ject
to d
sour
scol

T
hun
fem
baff
a no
la f
dear
the
mon
reas
cov
wher
jew

The
dee
par
of a
liv
us
eve
of
of
unl
po

T
L

You Are a Human Being

FOR a certain length of time, a patching-up job may do well enough—on a house or a life.

A dingy room can be brightened by cold-water paint over old wallpaper. A rattling window can be hushed by a length of weather stripping. A crack that disfigures a ceiling can be healed with patching plaster. But a day comes, sooner or later, when we look the place over with an honest home-keeper's eye and admit that more drastic measures are called for. The old wallpaper and the old plaster under it need to come off. The worn place in the floor can no longer safely be hidden by a piece of carpet. Further efforts to disguise drabness with a few strokes of a paintbrush will only make drabness more evident. We take stock—and see that a major job of renovation is in order.

In our personal lives, as in our homes, there is a place for resourceful patching up. The young

BONARO W. OVERSTREET

mother who feels too house-bound and child-bound may give herself a few zestful hours each month by joining a craft class and learning to make pottery. The man who goes stiff with awkwardness whenever he tries to voice an opinion may profit by a course in public speaking. The woman who is beginning to feel stodgy and mouse-colored may spruce herself up amazingly by daily exer-

AT THE heart of the problems that plague our family and business relationships and block our endeavor to live at peace with all men is the statement that heads this article. It is an invitation to serious thought, given by one who knows how to ask the searching question and give the illuminating answer. This article is the first of a new series.

cises and the right lipstick. Almost every magazine we pick up is crowded with advertisements that invite us to such piecemeal self-improvement. What cannot be done by a new shade of face powder can apparently be done by membership in a book club.

If our lives are fundamentally sound, these surface aids may supply just the freshening touch that is needed. But if we stand in need of more basic reconstruction, the patching up may as surely draw attention to shabbiness of mind and spirit as a new slip cover draws attention to a sagging overstuffed chair that needs a job done on its springs. A self-indulgent face is not redeemed by a new hat. A hard-edged voice is unlovely even when it orders a meal in French. A mind that deals in ponderous, reactionary platitudes is not made vital by a few public-speaking techniques.

The Quest for Spiritual Security

IT IS customary to call our age materialistic. But too often those who make that charge assume that individuals can become spiritually sound by a negative process—by buying less, going to fewer places, seeing fewer movies, or what not. Psychologically it would be sounder to say that people are likely to resort to outside stimuli—objects or activities—when they do not know how to draw comfort and a sense of importance from sources other than these, certainly not from the scoldings of those who reproach them.

The French have a cynical rule to apply when hunting for the cause of trouble. *Cherchez la femme*, they say. Look for the woman. In this baffled age we might paraphrase the quip to make a noncynical rule for our own searching: *Cherchez la frayer*; look for the fear. If we want to redeem ourselves or our children or anyone else from the mediocrity of materialism, we need some tool more effective than censure. Censure offers little reassurance to any human being who is trying to cover fear and loneliness with a surface glitter, whether it be the glitter of the latest costume jewelry or that of the latest witticism.

The cure for materialism is a sense of glory—a deep sense of the meaning of life and of one's own part in it. Anything less leaves us at the mercy of advertisers' slogans, our neighbors' standard of living, and our own whims. Anything less leaves us stranded at a level of spiritual poverty where even our professed religion becomes merely a habit of looking solemn during certain specified hours of the week, or a license to disapprove of people unlike ourselves, or even, in the words of the poet Robinson,

*The grave-deluded, flesh-bewildered fear
Which men and women struggle to call faith.*

Painting One's Own Portrait

THE articles in this series are going to be about the sense of glory. They have something to say about the kind of happiness that can be trusted to carry us through the ups and downs of life, the kind of happiness that expresses itself naturally through poise, creative effort, social courage, generosity, and love.

It may seem odd to call such a series "How To Think About Yourself." The title sounds like an invitation to selfishness or affectation or worried self-concern. But the plain fact is that we *do* think about ourselves—if not wisely, then foolishly. We think about ourselves because each of us is to himself the most vivid center-point of experience. But it is *how* we think about ourselves that makes the difference.

A woman in a small Illinois town tells a story worth repeating. She had moved into the community with reluctance when her husband's work took him there. Together with the household goods that she carried from the city she carried a conviction, almost a determination, that she would find in the town no one to enjoy as an intellectual equal. Having located herself, her husband, and



© H. Armstrong Roberts

their two children on what she considered an appallingly ordinary street, she settled down to the perverse pleasures of self-pity.

Months later, talking with her fifteen-year-old daughter, she said, "When you go to college . . ." and found herself interrupted by sharp adolescent anger. "I'm not going to college!"

"But for goodness' sake, why?"

The girl stood in taut silence. Then she blurted out a reason that left the mother gasping. "I don't want to be like you. You know so much about books and things you can't like anyone. All my friends here—you say they're just nobody. If being educated makes you so you have to be critical all the time, and always ready to make fun of people, so they're never natural when you're around . . . well, I don't want an education. I like people!"

The mother reports that she stood like a gawking fool until the girl, appalled by her own outburst, fled from the room. And the woman continued to stand there. She stood staring at a self she had never seen before—at the image of a person who had made of learning not a key to understanding but a justification for snobbery.

She stood thinking about herself. That was no new occupation for her. She was adept at it. But the kind of thinking was new, so new that a very different relationship with her small-town neighbors dated from that hour.

What Is It To Be Human?

IF WE are going to give our basic attitudes the overhauling they periodically need, we might begin with this business of human nature—forgoing the shallow pleasures of calling it good or evil and asking ourselves what specific powers are human powers, what needs are human needs.

Man is a gregarious animal; a social animal. That says nothing good or bad about him. It declares a neutral fact. Human beings are not individually self-sufficient; they are driven by their nature to live together. The fact itself is neutral. Yet all our moral codes and social institutions reflect this aspect of our nature. We apply our labels of good and evil, kind and unkind, honest and dishonest, dependable and undependable in terms of how people act within the group.

Here is one basic test we shall be putting to ourselves time and again: Do our own habits and behavior make for the happiness and security of all those who, being human, must depend for their well-being upon group-linkages? Or do our habits and behavior make certain people or groups of people feel inadequate, insecure, left out?

Man is a talking animal. Again the fact is neutral. The power to talk—to share experiences, ex-

press opinions, tell stories—is the necessary condition to our being able to build a society in which we may satisfy our need to live together. The story of the Tower of Babel dramatizes our human dependence upon language. But language, as we all know, can be abused as well as rightly used.

A second test, then, by which we can measure ourselves will relate to how we talk. Do our words contribute more to understanding or to misunderstanding? Is the human need to live together likely to be more or less nearly satisfied because of the way we talk?

Man is a tradition-builder. The statement says nothing more than that we belong to a species in which each young generation, instead of having to start from scratch, can borrow experiences from past generations, so that knowledge and skill become cumulative. The fact of man's being able to build a tradition is basic.

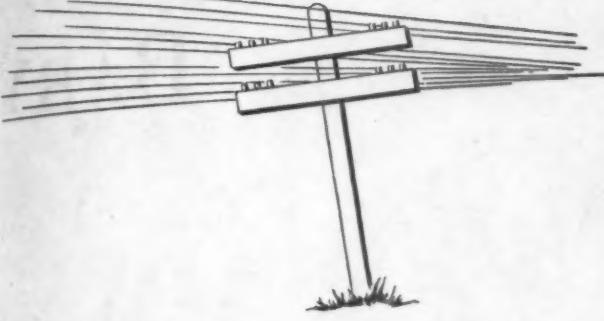
And basic to our own spiritual health is our relationship to this human power. Do we honor the past by learning enough from it to go ahead and make our own individual contribution to the store of human experience? Or do we try to honor it by simply trying to keep it unchanged? Or do we, like spiritual upstarts, try to live in the passing moment of our own lives, unwilling to learn from the past and unconcerned about adding to its stored-up resources?

Man is a creative animal. He has the power to turn materials into forms not produced by nature, some of these forms being those of tools with which to make other forms. What is made may be beautiful or ugly. It may be put to good or evil use. But a person who lives wholly content within the world of the ready-made (ready-made objects, social arrangements, ideas) is not fully human.

How do we ourselves use the creative power that is in us? To what extent is it defeated by our fears, inertias, and habits?

Man is a choice-maker. This means that human beings have an unmatched power to delay and determine their responses to outside stimuli. They can weigh issues, postpone judgment, hunt for further evidence, consider alternatives, resist their own immediate impulses, reject whatever goes counter to their system of values. The difference between the mediocre and the distinguished personality traces back to the habitual use to which this choice-making power is put in the individual's life. How do we use it in our own lives? Or how do we abuse it—remaining creatures of whim, of prejudice, of confused values?

The sense of glory is a human sense. It is the reward that comes only to those who learn to honor human powers, in themselves and in others, by giving them great work to do in the service of our basic need to live well together.



Notes from the

NEWSFRONT

United Nations Week.—When the United Nations Assembly meets for its first session, the historic event will be fittingly observed in the homes, schools, and communities of this country. President Truman has set aside September 22 to 28 as United Nations Week, pointing out that "only through an increased understanding of the U.N. can we establish the solid foundation of peace upon which we must place our hope for the preservation of our civilization."

Bacteria, Beware!—War on the germs that make food spoil is being waged by a strange new weapon of science—sounds that cannot be heard. Sound waves, vibrating too fast to be detected by human ears, literally shake the germs to death as a terror shakes a rat. Known as supersonic waves, the vibrations can be used in countless ways—for example, to pasteurize fruit juices, to homogenize milk, to search out flaws in metal, and to form new alloys.

Films Demobilized.—Training films that once taught navy men and women skills ranging from first aid to machine shop techniques and from office practices to plastic surgery, have been released for the use of schools, civic groups, and manufacturers. Inquiries about the five hundred available training films should be sent to the U.S. Office of Education, Washington 25, D. C.

Pantry Shelf Note.—How many quarts of "wolf's peaches" have you canned this year? Never heard of them? Don't be too sure. Their newer name is "tomato"!

Fourth-Grader's Dream.—It may not be of much help to the youngsters who struggle for ten minutes over a poser like 7,568 times 3,427, but a new automatic calculator being built at the University of Pennsylvania will multiply a ten-digit number in one three-hundredth of a second. When used in astronomical problems, the machine can achieve in a few moments more than a human mathematician could turn out in several years.

Boon for Babies.—With all America eager to travel again, a new electric baby bottle has been manufactured to help auto-riding mothers and their infants. A heating element connects the bottle with an electrical socket in the dashboard.

Housing Solution.—A vocational teacher in a mid-western city has ended the worries of homeless faculty members and at the same time is giving his students practical experience in the building trades. Juniors and seniors who plan careers in the construction industry are erecting prefabricated and frame houses, learning the intricacies of carpentry, plumbing, and electricity as they work.

Life Lasts Longer.—The American of today can look forward to twenty more years of life than the American of 1900, the statisticians have discovered. In other words,

the average man of twenty now has as many years ahead of him as the newborn child had in 1900.

Teen-Agers Point the Way.—A county in Alabama has had its face lifted by high school students in the past six years. Challenged by the lack of opportunity in their rural community, the boys have built a slaughterhouse and hatchery, harnessed a spring to provide running water, introduced new crops, and terraced five thousand acres of land to check erosion. The girls have established a cannery, revolutionized home diets, and are even operating a beauty shop for the women of the town.

Chaff of Great Price.—Though nobody has yet labeled it a miracle drug, a new chemical called furacin is successfully clearing up certain infections where even sulfa and penicillin have failed. Used in wartime to heal jagged wounds caused by shell fragments, the pale yellow chemical made from oat hulls and bran is yielding "very good results" in the treatment of a number of skin disorders.

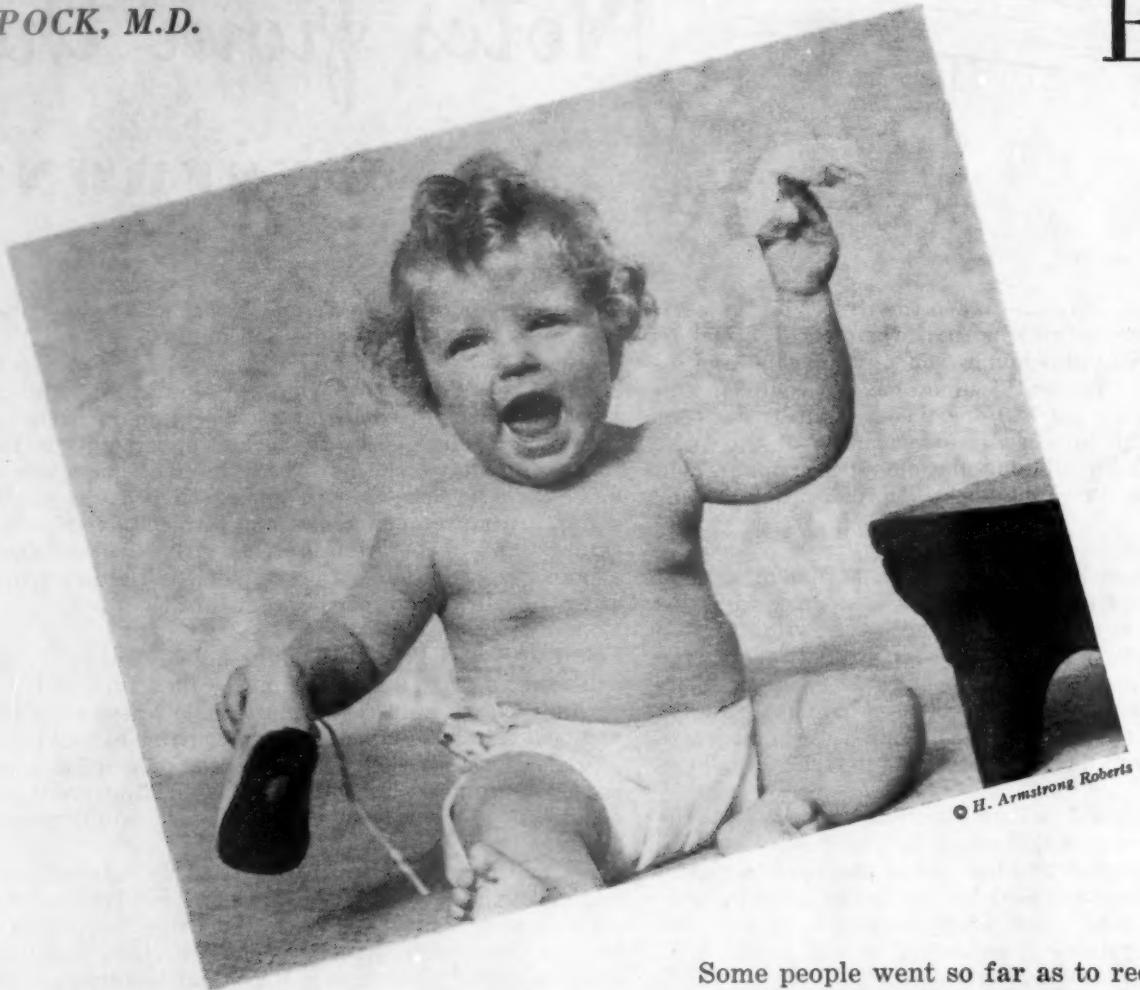
They're Broadway Bound.—Gifted young students in music, drama, radio, and the dance will receive free training in a new high school—believed to be the first of its kind in the country—to be opened in New York City. Courses will be planned so that graduates of the four-year school will be ready to step into jobs on Broadway or elsewhere in the entertainment world.

Reconversion Note.—Nylon lines may still be a block long in your community, but the outlook is brighter. Production of women's hosiery has boomed to 56,000,000 pairs a month—roughly one pair each month for every American woman and girl over ten years of age.

Mysterious Killer.—Rheumatic fever, Enemy Number One of America's school-age children, will be the target of an intensive research campaign at Johns Hopkins University. Although each year the illness strikes down more children from five to fifteen years old than any other disease, it has received to date little public attention and inadequate funds for medical study. What causes rheumatic fever, how to prevent it, and how to treat it will be carefully investigated in the new campaign.

Where the Money Goes.—Crime itself does not pay, but it has to be paid for just the same. And so, figures show, the United States spends four and two-thirds times as much money on criminals as it does on all forms of education, public and private.

Own-Your-Own Trend.—Between 1944 and 1946, 400,000 new businesses sprang up in the United States, with the greatest increase registered by radio and appliance shops. So many Americans have rushed to open their own businesses that one town of 2,000 now has nine radio appliance stores.



PERHAPS it would be less confusing if, when we talk seriously about child care, we didn't even use the word *training*—at least not for a few years until the older meaning of the term is forgotten.

In the first quarter of this century most conscientious parents and professional people felt that strict training was the principal method by which a baby was taught good habits. They believed, for example, that most babies should be promptly trained to a rigid four-hour schedule by never being fed except at the proper minute.

Fortunately this system worked pretty well because most babies do get hungry in about four hours. But the child who sometimes cried hungrily ahead of time was suspected of merely wanting attention. It was believed that he would learn to mend his ways only by having to "cry it out" until the proper hour struck. Many babies, too, were hurriedly trained off the 2 a.m. feeding for fear it would become a habit, even though they made themselves and their families miserable with their nightly cries of hunger.

Some people went so far as to recommend that a baby should never be picked up when he cried, no matter what the cause, so that he would learn that crying was futile and quit it altogether. (Wouldn't it be handy, sometimes, if babies were really logical like that!) There was a feeling that the baby should be handled as little as possible at all times, that rocking was bad for him, that kissing him was germy and unnecessary. If he started to suck his thumb it was thought best to break him quickly of this disagreeable habit with elbow splints or aluminum mits.

On the assumption that an 8 a.m. bowel movement was the key to health and that the sooner this habit was established, the better, it was recommended that the baby be held over a chamber pot from the age of two or three months on, with a suppository tucked into him if he needed persuasion. On the day when his mother decided it was time for him to stop wetting his diapers she was to begin putting him on the toilet seat every hour.

As he grew older and became more opinionated about his diet he was to be trained to clean his plate by being denied his dessert or by having whatever he didn't finish served up as a cold leftover at his next meal.

Training UP TO DATE

The "Scientific" Approach

WHEN today's parent reads a list of stern training rules like these he may wonder "What got into those people anyway?" But the inventors of strict training theories were not consciously mean. They were swept along on a current fed by several streams.

The science of medicine had been going through an intense change—away from the nineteenth-century practitioner's sketchy knowledge, pink pills, and cheery reassurance toward the scientist's solemn search for hard facts. Disease was no longer thought of as the illness of an individual human being but simply as a matter of bacterial action and chemistry. Health meant obeying the rules of physical cleanliness and regularity. The rules of child feeding—previously based on a collection of customs, often unhealthy, were restated in scientific terms and set down on charts showing calories and proteins and vitamins.

In the nineteen-twenties, too, the Behaviorist theory of psychology, which became very popular in America, led parents to believe they could train a child to be anything from a prize fighter to a concert violinist if they worked hard enough.

But even while the strict-training theory of child upbringing held full sway, certain discoveries of other physicians and educators began to be heard, discoveries that pointed in quite a different direction.

Freud and his psychoanalytical followers studied nervous and unhappy adults and found that their troubles could often be traced back to childhood, to such factors as the parents' overstrictness, severity in toilet training, and lack of understanding and affection. Gesell and his associates studied the development of hundreds of babies and showed that each baby's skills unfold in an orderly, individual pattern which cannot be hurried, and that he strives to grow up and become "civilized" as fast as he can.

A New and Better Way

A NUMBER of doctors working in hospitals and children's institutions came to realize that infants who receive no affectionate mothering turn cold and unresponsive and develop poorly in mind and body. Clara Davis discovered that even tiny babies instinctively know a lot about a balanced diet and will choose one, provided they are

given a chance and provided their natural appetites are not ruined by nagging. And the Aldriches wrote books for parents emphasizing the fact that babies are agreeable human beings who want to grow up right but who need constant loving, comforting, and sympathy.

In recent years more and more doctors, educators, and parents have come to see the importance of understanding and respecting the child's own capacity for development and have begun to practice more natural and friendly methods in child rearing. They have found that such methods not only make for happier, better adjusted children (and parents) but are easier, too.

The tendency of child specialists nowadays is to urge a new mother to trust her own good instincts. When her baby cries miserably she is encouraged to do what she of course feels like doing—go to him and give him what he seems to need. It may be a feeding or a dry diaper or a little cuddling or rocking to relieve indigestion or irritability. After all, a baby is given a cry for the very purpose of urgently calling his mother. Wise Nature would not have equipped him with all that

EXPLORING the Preschool Period," the new study course on the young child, begins here with an article that neatly punctures the strict-training theory of child upbringing. In its place is advocated the more natural ways of handling Mr. Baby, who—you may be surprised to discover—has quite a talent for regulating his own schedule.



© H. Armstrong Roberts

sound just to conspire to make his mother spoil him. Even when a mother is lucky enough to have a baby who doesn't cry, she should fondle him, smile at him, coo at him when she is handling him. Affection is as important for his spirit as fish oil is for his bones.

The feeding schedule is no longer given to the mother as a rigid law whose slightest infraction will bring dire results, but rather as a rough guide, based on average expectations. If her particular baby happens one day to get really hungry a half hour or even an hour ahead of schedule, then she should feed him.

An Age-old System

A FEW doctors and mothers in recent years have experimented with going all the way back to nature and feeding the young baby only when he seems hungry, without paying any attention to the clock. This is sometimes called the "self-demand schedule." It sounds very strange and newfangled to a person who has only known regular schedules, but it's not really new at all. It's the way the young of the human species were always fed until this century, along with all the rest of the animal kingdom. Actually most of the babies who are fed this way work into a fairly regular schedule, though the interval between feedings may be three hours at one time of day and five hours at another.

Nowadays, too, if a baby is on the bottle it is usually explained to his mother that the quantity in each bottle is *about* what he will need, not exactly. He should be allowed to stop when he is satisfied, irrespective of how much is left, just as a breast-fed baby is also taken at his word.

David Levy has shown that thumb sucking in the early months is not a bad habit that must be broken at all costs but a sign that the baby's important sucking instinct is not being satisfied by his nursing at breast or bottle. He needs to be allowed more time at the breast, or else his bottles should have new nipples with smaller holes to give him more sucking time. His feedings should not be cut too hurriedly to four and three a day.

In modern toilet training the emphasis is on the control that the baby himself develops. During his second year he gradually becomes interested in his bowel movement and will eventually make a sign to his mother when he is ready for the toilet. Such a baby trains himself, not by trying hard but just by growing up. The same thing happens in urine control. During the second year the baby naturally holds onto his urine for longer and longer periods. Then, one baby at twenty-one months and another at twenty-seven months will get the idea of disposing of the urine in the way he sees others

in the family do it. At night also his bladder control matures by itself and is little influenced by whether or not he is picked up. Occasionally a baby stays dry through the night long before his mother begins putting him on the toilet during the day.

There is probably no harm in a mother's taking a hand in this training before the child himself goes to the toilet, if she takes into account his readiness, his nature, and his attitude toward these functions. It is probably wise not to place him on the seat at least until he has enough muscular control of his body to sit steadily (at about seven to nine months). At that age too he will have some conscious control over his bowels. But even then it is foolish to start with the baby whose movement does not come at a regular, predictable time. He would have to be set there too often and for too long a period. The mother should postpone the whole business either until she knows ahead of time when he will move or until he can give her a sign.

She should know that during his second year, whether he has already been trained or not, he is going to take a more possessive attitude toward his movement and may balk at performing on the toilet if he feels that his mother is being too bossy about it. All she can do is gracefully drop the matter until he's in a more cooperative mood. If she persists against his resistance he will only become more obstinate, and his personality will be warped in the process.

As far as hastening his daytime dryness is concerned, she should wait until his bladder is holding on by itself for a couple of hours or more (often when he is around fifteen months old) and then put him on the toilet only at such times.

Temper Rules with Judgment

IT IS probably wise to add two cautions to this discussion. First, the specific suggestions that have been given here as examples of a natural method of handling the baby are the author's and should not be taken as the final word. Our understanding of children's needs is still growing, and our ideas will undoubtedly continue to change and improve as they have in the past.

Second, some very devoted parents, when they grasp the idea of the more natural handling of children without *unnecessary* interference, jump to the opposite extreme. As the child grows older they treat him as if they were his unworthy servants. They dare not deny his slightest wish, and when he is disagreeable to them they take it with sweet resignation. This is no better for him than being strictly overregimented. Just as you respect your child's rights and personality, he should grow up respecting yours.



NPT Quiz Program

COMING TO YOU OVER STATION H-O-M-E

Through the Facilities of the National Parent-Teacher

GUEST CONDUCTOR: ALICE V. KELIHER

Professor of Education, New York University, and Director, Walden School

• I am worried about my five-year-old daughter. I thought she would be all ready to go to kindergarten this fall. She used to do all sorts of things for herself. Last winter she could even put on her own overshoes and fasten her coat buttons. Now she is acting like a baby and wants everything done for her. She is making herself a regular nuisance just at the time I most need her help. I have a new baby six weeks old and find myself taking care of two babies now. Can you help me out?

THIS is a perfectly natural way for your five-year-old to behave if, as I take it, the new baby is your second child. Like most older children, she can't bear sharing you with the little newcomer. Oftentimes such a child will even ask to wear diapers again and have a bottle along with the baby.

You see, children just don't understand how their mothers can still love them and yet give so much time and attention to someone else. If being a baby is what gets attention, they reason, they had better be a baby. It's all very logical to them, and your exasperation is very puzzling. You aren't cross when Baby cries and you change his wet diaper! Instead, you probably hug and kiss him before you put him back in his crib. Well, says the five-year-old, that *ought* to be the way to get a hug and kiss, but it isn't for me! So she tries some other baby approach.

Obviously the thing to do is to give the older child just as much attention, just as many expressions of affection as you give the baby. It is so easy to forget how displaced a child may feel. Friends and relatives bring gifts for the new baby; rarely do they bring gifts to the five-year-old at the same time. Yet *she* understands the meaning of gifts, as the baby does not, and so she is hurt by being left out.

Furthermore, when these same friends and rela-

tives arrive at the house, they rush to see the new baby and then, almost as an afterthought, stop to chat with the older child. Try asking your visitors to reverse the process. Have the five-year-old talk to them first, and then let her take them to see the baby. You can set the tone for this by the way you yourself greet your guests.

One mother worked out the relationship between her five-year-old and the new baby extremely well. The older child was given doll-sized duplicates of whatever new things were bought for the baby before its arrival. Then whenever the infant was bathed or fed, the little girl played mother and bathed or fed her own doll-baby. She also was allowed to help with the real baby. She put powder on him after his bath. Sometimes she held him in her lap in a big armchair and fed him his bottle. She was made the official escort to take visitors to see him.

Even so, this very well-adjusted girl went through about three days of demanding diapers and a bottle for herself. She was allowed to have them without fuss, and the desire for them wore off rapidly because this mother also used every opportunity to fondle and express affection for the older child.

Another thing: You must expect that going to school will be hard on the youngster because to her it means that for a few hours a day the baby will have you to himself. Therefore try to arrange occasionally to go to school with the little girl and call for her. If she would like you to stay a while during those first days of separation, do so if you possibly can. Then she will know she is still important to you and is not being forced to give you up to the newcomer. Spending a little time this way at the opening of school will save many hours of difficulty later on.

• I have a ten-year-old boy, who is my only child. I have given him a lot of affection, but I have not spoiled him and we have always been good friends. Now he has changed. The other day he got furious with me when I said he couldn't go on an all-day hike with a gang of boys his own age. I think he's still too young for that, but he called me "an old fogey." What has happened to him?

You should be very happy that your boy is so normal. This is the age when all normal youngsters are trying to stand on their own feet. And your son must learn to say his own yeses and noes if he is to be an independent, secure adult. The fact that you and he have been good friends for the past ten years means that he will take this new step more easily. His being frank enough to call you "an old fogey" means that he has confidence in you and is not afraid of losing you.

Remember, however, that for the next few years his biggest task will be that of getting along with the outside world. He will be awkward at first, just as all of us are when we try something new. But if you, who have always supported him in his efforts to grow up, now stand in the way of his development, he will be irritated and call you names, even though he really loves you.

The best thing for you to do, as your boy passes through this stage, is to give him all possible freedom to play with his gang. Also—and this is important for both of you—give him a setting for his activities. If you have a basement or an attic or if you are lucky enough to have a yard with a large tree or two, turn this space over to him and



© Pinney

tell him you will keep out of his way—and the gang's. Then really *keep out*. You know where he is, and that is enough. Give him a chance to go ahead and develop his gang code and language.

Bear in mind, too, that because your son is an only child he has not had the "psychological sandpapering" that comes from working things out with brothers and sisters. That is all the more reason why he must have an intimate relationship with children his own age. Boys and girls do an unbelievable amount of shaping each other's codes and ways of behaving. And, generally speaking, gangs of children who come from your kind of home have very high standards. Moreover, they insist that the whole gang live up to them. You will find, I am sure, that this group experience can be a big help to you in guiding the boy to maturity.

• My daughter, who is seven, used to love to go to bed. I never had any trouble when bedtime came around. Now she fusses about going to bed at eight, finds innumerable things to do to delay bedtime, and embarrasses me by refusing to retire when we have guests. What shall I do?

THE new maturity of your seven-year-old has crept up on you so that you probably don't realize how much more interested she is in adult affairs than she was even a year ago. She hates to miss anything that's going on, and this is one reason why she makes more of a fuss about going to bed when you have guests. Her growing interest in the things adults talk about is a sign that she feels herself more a part of the adult world. What's more, she still needs *you* and wants to prolong her hours with you as much as possible.

You would be wise to talk with her about how much more grown up she is and, by agreement, to move the bedtime to eight-fifteen. Even that tiny recognition of her increasing age will make her appreciate your sense of justice and wisdom.

No matter who your guests are, excuse yourself for ten minutes when your daughter is in bed, and read to her or talk with her for those ten minutes. At this age her mind is reaching out in many new directions, and she probably has a lot of ideas and questions to talk over with you in privacy. Her certainty of having this "only child" relationship with you for those few minutes will make it easier for her to miss the interesting things other people in the house are doing or talking about.

If you consistently follow this course, thus recognizing that she is growing up, then you have a right to insist that she make the bedtime deadline. The child of seven has so many interests that she also needs you to tell her firmly when her day must end. A nice combination of affection, concern, and firmness is what is needed here.



© Woodbine Colony, New Jersey

Some of the young patients in the play yard at Woodbine Colony for Feeble-minded Males, New Jersey.

A New Day for the Mentally Deficient

EDWARD L. JOHNSTONE

TOMMY is one of the seven hundred and fifty members of the Woodbine Colony for Feeble-minded Males. He is eleven years old, but mental tests show that he has the mind of a seven-months-old infant. In appearance he is what is popularly called a "pinhead," and his long arms and stooped posture are reminiscent of the monkey tribe. He would rather sit and make faces than walk about, but he can walk if someone steers him.

One day, when some of his handicapped cottage mates were being taught to get around on roller skates, Tommy became so excited that it seemed he wanted to learn to skate too. One of the women staff members fitted him with skates and held him by the wrist until he began to strike out with his feet. As long as he felt that hold on his wrist he got along beautifully, but the minute it was released he fell down. So a short piece of cloth was tied to his wrist and held tightly. Feeling the tension on the material gave him confidence, and he skated without falling.

Now it is necessary only to tie a piece of cord around Tommy's wrist, get him started, and watch him glide away. As he skates, he gets helpful exercise and improves his balance and his motor control. He's a pretty happy little idiot.

Then there is young Warren. When he first came to the institution his parents brought a baby-

walker along with him, declaring that the frail little feeble-minded boy had practically no use of his lower limbs. Some months after admission, however, when another boy took one of Warren's toys and ran off with it, Warren got up and angrily chased him halfway across the room.

Fortunately an alert housemother saw what took place. At the next mealtime nobody picked Warren up and carried him to the table as had always been done before. He cried and fussed, but it was made clear to him that if he wanted food he had to go after it. It didn't take long for him to realize that his pampering days were over and

EVEN those children with mental equipment so meager that their minds will never grow up are not beyond the pale of happiness and a measure of self-help. Read here how kindness and painstaking care, blended with the best of modern psychological understanding, have wrought wonders in a field once considered barren of all promise.

that from now on he was expected to walk. His leg muscles quickly strengthened, and his balance and coordination became very good.

One day Warren's parents came for a visit without having been told of the change that had occurred. As they stepped into the day room, Warren was playing on the opposite side. Someone called to him "Look who's here!" He scrambled to his feet and trotted across the room into the arms of a mother who promptly collapsed in a burst of joyful tears. He is at home now, since the only reason his family couldn't care for him was that he could not be taught to walk.

Babies Who Never Grow Up

HUMAN beings like Tommy and Warren are low-grade mental deficient who must receive the special attention of society. We call them idiots. What is an idiot? Textbooks designate him as a human creature whose intellectual functioning rises barely above the animal level, describing him as "incapable of caring for himself" and "characterized by gross errors of conduct, irrationality, and dirty habits." The public aversion created by such phrases provides a dismaying background of opinion that must be changed if these unfortunates are to be given, by a humane social order, their rightful protection and care.

The Woodbine Colony for Feeble-minded Males was founded twenty-five years ago by the state of New Jersey for these mental deficient of the very lowest grades. The program was unique, developed to combat the idea that because nothing had ever been done for such cases nothing could be done—except to see that they were properly fed,

kept tolerably clean, and given a place to sleep.

Woodbine Colony was established to determine whether an institution populated solely by low grades might not bring forth some improvement in their lot. Now, a quarter of a century later, the wisdom of this decision is apparent in the spectacular results that have been obtained. The capabilities of the idiot, under an adequate sense and habit-training regime, have far exceeded the wildest and most optimistic dreams. His response to kindly, patient, and painstaking teaching and guidance has been remarkable. It has indeed served to change our whole concept of idiocy.

Seventeen patients, housed in renovated frame buildings, made up the initial population of the Colony. Today seven hundred and fifty patients live in modern brick buildings on an attractive landscaped tract. They range in chronological age from five to seventy-two, but the average mental age is slightly over two years. Most of the patients, therefore, are adults with the minds of tiny infants.

Hope for the Helpless

DEVELOPING a training program for patients like these has been a challenging venture. All preconceived notions of the limitations of idiots had to be discarded, but at the same time it was recognized that any attempt to appeal to the intellect would be fruitless. For this reason the program was based on a system of sense- and habit-training that would utilize the latent mental abilities of the individual patient, no matter how limited those abilities might be.

The first effort at directed recreational am-



One of the typical dining rooms at Woodbine, decorated for the Christmas holidays.



Below: A group on the playground at Woodbine Colony.

training activities took the form of physical stimulation, with emphasis on outdoor play. Then in 1929 a formal school department was organized for manual training and kindergarten work.

The methods used there involved setting up habit patterns with the most painstaking and detailed instruction. The act of making a simple mat, for instance, was the result of systematically teaching every step in the process. It might take six weeks to teach a patient to thread a needle, another six weeks to push the needle through the material, a very long time to make a stitch, sew to a line, follow a curve, and so forth. But little by little the series of habits would become so deeply imbedded that at length the youngster would be sewing away busily, turning out a truly creditable product.

Hand in hand with the work of the school department, a program of training and activity in the various cottage units has been going forward. One of the early experiments had to do with bowel and bladder control at night. At first the children were awakened and sent to the bathroom four times a night at two-hour intervals. Then gradually the night risings were cut from four to one. Finally, in many cases, not a single bathroom visit was necessary.

Another gratifying experience had to do with teaching patients to feed themselves. Here again it was a matter of establishing undeviating habit patterns. Each individual began by learning to hold a spoon properly. Once he could grasp his spoon, his hand was led toward the bowl, then from the bowl to his mouth and back again in a cycle that terminated only when the bowl was empty. In a number of cases simply feeling the pressure of the spoon in the hand was enough to set in motion a pattern that continued until the spoon was taken away.

Many weird contraptions were rigged up to abet this training. Some boys would get the spoon to their mouths and then not have the wit to poke it back in the bowl again. To overcome this, a piece of elastic tape was tied to the child's wrist and thumbtacked across the table. When the pull of the elastic tired the child's arm, he would drop the spoon to the bowl. Then after his arm was rested, he would again lift a spoonful of food to his mouth.

That low-grade mental defectives are capable of unexpected development in certain manual skills was demonstrated when many of them were closely observed. For example, a mute idiot at Woodbine Colony was given to mischievousness of most astounding originality. One of his favorite tricks was to catch flies, tie bits of thread to them, and then release them to flit about the room. His dexterity in securing a streamer of fine string about the body of a housefly without injuring it showed a remarkable ability for infinitely skilled manipulation. The problem here was one of redirecting this skill along socially and industrially acceptable lines, and today the boy is quite happily spending most of his time remaking hairbrushes and scrub brushes.

Every effort is made to include as many children as possible in some form of directed activity—individual play, group games, and singing. Parties are given on almost any excuse. The gaily decorated rooms and tables, the excitement of preparation, and the constant looking back upon one party and looking forward to another are all exciting and stimulating. In spite of a carefully regulated routine of activity, it is of utmost importance to combat the vegetative tendencies of this type of person.

New Promise for an Old Problem

THE work at Woodbine Colony proves that properly administered institutions provide opportunities for emancipation, self-expression, and uninhibited happiness. It proves, too, that individuals of the idiot class are amenable to specialized training, can learn much in the way of self-help, and can lead rich, free, and happy lives.

Dealing with these low-grade persons as groups within the protective environment of an institution is, of course, the most satisfactory provision for them because the whole life of that institution is geared to their needs and wants. Yet from the lessons learned and the methods that have been tried and proved successful within the atmosphere of the institution comes guidance to the home and the school. Parents and teachers alike may find here a realistic and practical approach to the problem of the child afflicted with a severe mental handicap.

EASING THE HEAVIER BURDEN

This is our special duty, that if anyone specially needs our help, we should give him such help to the utmost of our power.—CICERO

After the verb "to love," "to help" is the most beautiful verb in the world.

—BARONESS VON SUTTNER

MacArthur AND THE U. S. F.



© H. Armstrong Roberts



© H. Armstrong Roberts

GEORGE D. STODDARD

ONLY four months after the surrender of Japan and the coming of the occupation forces, General Douglas MacArthur, Supreme Commander for the Allied Powers in the Pacific, undertook the genuinely difficult task of reeducating the Japanese in the ways of democracy. With characteristic dispatch he requested the U.S. War Department to send a group of American educators to confer with General Headquarters staff on the reorganization of Japan's educational program. This request was promptly referred to the State Department, and twenty-seven educators were appointed, with the writer as chairman. In February these men and women, known as the U.S. Education Mission, set sail for Japan.

Upon our arrival in Tokyo we were entertained at luncheon by General and Mrs. MacArthur. Later we met and talked with the Emperor, Prime Minister Shidehara, Foreign Minister Yoshida (now prime minister), the Minister of Education, and the president of Tokyo Imperial University.

Shortly afterward three of us spent a most instructive hour and a half with General MacArthur at his headquarters. During this time the general made plain to us his ideas about the occupation and about Japan's educational program.

Although we were, of course, familiar with his reputation as a man of conscience and idealism, we were greatly impressed by the general's high purpose and devotion to his task. A professional soldier, he is still a peace-loving American citizen,

with no other view than to bring the Japanese to the measure of democratic achievement hoped for by such liberal leaders as Shigeru Nambara, president of Tokyo Imperial University. He is, however, somewhat fearful that the occupation may end too soon—before these leaders can bring about the full force of democratic procedure and democratic law.

As might be expected, General MacArthur approves of the new draft constitution. Indeed we may safely assume that American influence was a strong factor in its formulation. And now that the Japanese have accepted this charter for a new government, they are discovering that they have guaranteed for themselves rights that have long been cherished elsewhere.

New Ideas for a New Japan

ACCORDING to this constitution the Emperor will no longer be a god, not even a highly privileged person. Instead, he will simply be a performer of certain symbolic tasks. In this capacity he already appears to be serving a useful purpose, since there has been no difficulty at all in convincing people that he is not divine. In fact, it has become painfully evident that the Emperor, far from being a divinity, was hardly more than the captive of aggressive war lords.

Because true democracy ensures equal rights to all persons, the status of women is an important item in the reorganization of Japanese political

EDUCATION MISSION TO Japan



© H. Armstrong Roberts

economic, and social life. The general is convinced that the place of women in Japan must be brought to a level consistent with that of women in the Western democracies. The first big step in this direction, he feels, has been taken by giving women the vote. With a voice in the government of their country, they are in a strategic position to work toward equal rights for their sex.

Despite recent progress toward self-government and national self-reliance, General MacArthur believes realistically that Japan will need an external leadership for some time to come. Yet the Japanese should be constantly encouraged to assume responsibility and to develop their own procedures and administrative plans. Many of us, he says, are prone to underrate the ability of the Japanese, who, among other things, possess great potentialities both in energy and in organization.

His observation led to an interesting discussion of Japanese character. What are the best qualities of these people, we asked, in addition to the intelligence of the school children, which we had already mentioned? To this question the general replied that the American occupation forces had been most impressed by the

thrift, perseverance, morality, family loyalty, and artistic sensitivity of the average Japanese.

This might well come as a surprise to anyone who is familiar with the reports of cruelty and murder in the Philippines and the other Pacific islands. Yet the typical Japanese soldier was a poorly educated peasant who had himself been beaten down and made the tool of a masterful social caste. He knew only one way to deal with his captives, the way of shocking brutality.

We could have had no better preparation—or challenge—for our activities in Japan than this interview with a wise and farsighted leader. Feeling that we now had a clear understanding of our responsibilities, we set to work immediately. Assigned to us by General Headquarters were some twenty officers who labored diligently on our behalf. They made every possible effort, by means of lectures, demonstrations, and visitations, to bring before us the essential facts about Japanese education as it had existed throughout the war. At the same time the changes that had been made during the occupation were analyzed and presented to us for discussion and criticism.

We were given much valuable aid, too, by the Japanese themselves. A commission of twenty-nine educational leaders was appointed, headed by Shigeru Nambara and composed chiefly of university presidents, directors, and professors at various levels of instruction. Significantly enough,

these men were sincere and wholehearted in their attempts to assist us—a fact that speaks well for the future of Japan. As far as we could judge, they gave us a clear picture of what had happened to Japanese education. For the most part they seemed as eager as we were to come to some fundamental agreement on the nature of the proposed reforms.

THE president of the University of Illinois gives here a firsthand account of one of the most important educational missions of the postwar period. It involved a voyage to Tokyo, a highly illuminating conversation with our Supreme Commander in Japan, a meeting with the Emperor, and, finally, an investigation unique in the annals of democratic education.

The Substance of the Report

THE Mission's recommendations for these reforms—recommendations that will soon be made available to the American public by the U.S. State Department—are incorporated in a report prepared in accordance with the original request from Tokyo. Perhaps the following brief summary of its contents will indicate the broad scope of the report and the rather sweeping nature of its proposals:

Education for Democracy in Japan. Recommendations for the content of courses, curriculums, textbooks, teachers' manuals, and visual and auditory aids.

Psychology in the Reeducation of Japan. Recommendations for educational methodology, language revision, timing and priority of educational reforms, the development of student initiative and critical analysis, and the reorientation of teachers.

Administrative Reorganization of the Educational System of Japan. Recommendations for immediate and long-range administrative reforms, the reorganization of the Ministry of Education, and problems of decentralization.

Higher Education in the Rehabilitation of Japan. Recommendations in regard to the use of libraries, archives, scientific laboratories, museums in higher education; to student and faculty freedom; to reorientation of the social sciences; and to more active participation in the life of the community and of Japan.

Perhaps the most dramatic section—and the most interesting to Western peoples—deals with the reform of the written language of Japan.

The Japanese language in its written form constitutes a formidable obstacle to learning. Practically all informed persons agree that the memorizing of the Kanji [Chinese characters], in which the Japanese language is largely written, places an excessive burden on the pupils. During the elementary years they are required to give a very great part of their study time to the sheer task of learning to recognize and to write the language characters. . . . Time that might be devoted to the acquisition of a vast range of useful linguistic and numerical skills, of essential knowledge about the world of physical nature and human society, is consumed in a struggle to master these characters.

The results achieved by the inordinate amount of time allotted to recognizing Kanji are disappointing. On leaving the elementary school the pupils may lack the linguistic abilities essential to democratic citizenship. They have trouble reading . . . daily newspapers and popular magazines. As a general rule they cannot grasp books dealing with contemporary problems and ideas. . . . Yet no one who has visited Japanese schools can deny that the pupils are mentally alert and remarkably diligent.

The Japanese word for roman letters—in other words, our own alphabet—is *Romaji*. The report goes on to recommend that some type of Romaji be brought by all possible means into common use. The particular form to be adopted should be

decided upon by a commission of Japanese scholars, educational leaders, and statesmen. Another responsibility of this commission would be that of coordinating the program of language reform during the transitional stages. Furthermore, these leaders should formulate both a plan and a program for introducing Romaji not merely into the schools but into the life of every Japanese community by means of newspapers, periodicals, books, and other writings.

Through the Eyes of the Japanese

WHAT do the Japanese people themselves think of our report and its recommendations? This is a difficult question to answer, but the reaction of Japanese newspapers has been most interesting. It is especially so when we consider that the Mission recommended not only language reform—a most revolutionary proposal—but a general revision of the curriculum, drastic changes in the administrative structure, and radical departures in the professional education of teachers.

The most significant of these reactions has been summarized in the press analysis of General Headquarters :

Yomiuri welcomed the Mission's proposal for romanizing the language. . . . The journal looked with some suspicion on those who are urging the limitation of characters at present, accusing them of trying to forestall romanization.

"We do not oppose the limitation of Chinese characters but we think any language movement meaningless unless it ends in romanization of the language."

Exhorting all parties, and particularly the "democratic front," to join the movement, the writer predicted that language reform could be accomplished in three to five years.

Jiji Shimpō complimented the report in general terms and suggested that it would be better to abolish the Education Ministry than to reduce its powers. "Bureaucrats, if any power is left in their hands, will customarily regain it all by degrees."

Along with the adoption of roman letters in elementary education the paper proposed that the teaching of English also be introduced at this level. "This would have a great effect in remolding Japanese thought, which has been characterized by a narrow nationalism."

Do these progressive attitudes foretell a promising future for educational reform in Japan? Again, we cannot say; it is still too early even to make predictions. Nevertheless the members of the U.S. Education Mission are sincerely hopeful that under the guidance of General MacArthur education for a true and lasting democracy may at length become a reality in the land of the Rising Sun.

Small Repairman

GRACE JACKSON
MITCHELL

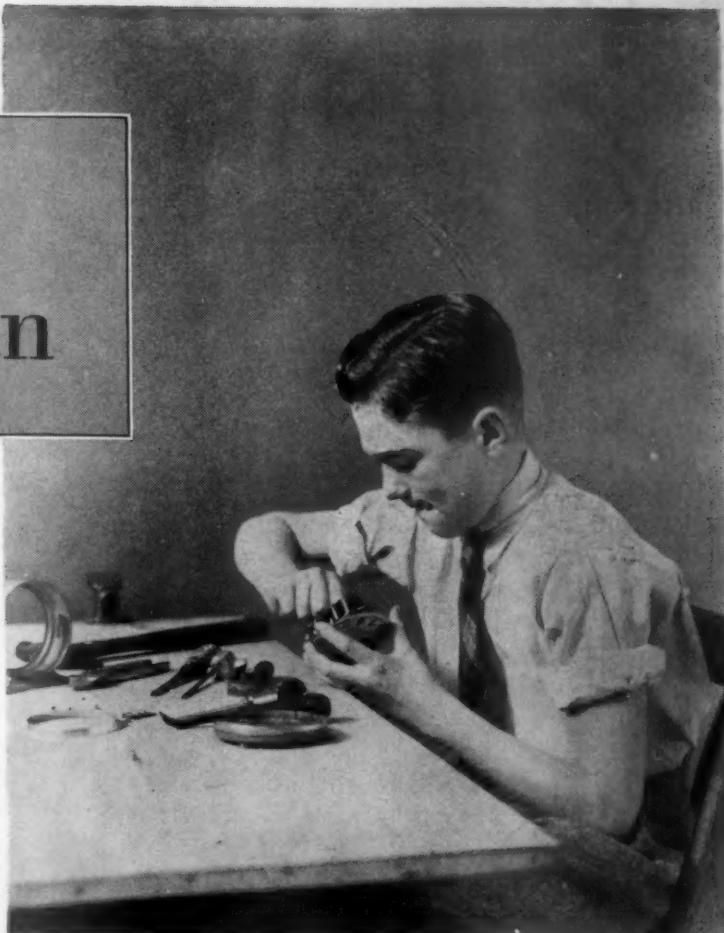
IT was a warm day in late spring, but the breezes were the soft, beguiling ones of summer. A group of adolescent boys were lounging happily on the side porch, as only adolescents can lounge, with all their long legs completely unrolled at once. Their voices drifted in through the open window of the living room.

The talk had turned on the coming social function most interesting to them—the Senior Prom. "It'll be keen, all right, with that snazzy orchestra they've got, but gee whizz, it's gonna cost plenty of dough, too, and I don't know whether my old man will stand the gaff," mourned young Dick, wise with experience.

"If you ask me"—this from Jim—"I don't honestly think it's worth it, what with a corsage that all the girls expect nowadays. And then they will wear those long dresses! Why, you've simply got to take 'em in a taxi, if you haven't got a jalopy! I'm just not allowed to take the family bus out at night," he concluded, sadly.

"Yeah, and that isn't all," practical John reminded his pals. "Most of the crowd is going to New York afterwards, and oh, brother, does that count up!"

"Sure," interposed Bill sagely, "and you know



© H. Armstrong Roberts

girls. If one goes they'll all have to go or they'll think a guy's cheap."

There was a moment's silence. Then one of them turned to a boy who had as yet offered no comment, my own son. "What do you think about it, Keith?" he said. Needless to say, I listened with something more than interest.

Keith looked up, stopped twisting some radio parts that he invariably carried in his pocket, and then spoke his piece at some length. "Well, I've been thinking about it, and I figure it this way. Senior Prom comes only once, and it'll be kind of fun to remember afterwards. Sure, I want to do the whole thing, New York included, and I figure that by sharing the trip into the city with another couple I can cover everything for about fifteen dollars. I make seven dollars a night now with my band, so that means roughly about two nights of work to pay for it, and I don't think that's too much. It's my own money, so I don't have to ask anybody's permission to spend it, and I think it'll be a swell time we won't forget. If I need more money I'll earn more."

The talk drifted on and the prom was forgotten, but it brought vividly to my mind the last three years, since Keith had turned fourteen. That was

WORK can be fun. Earning and learning are natural teammates. Here is proof from the experiences of a teen-age boy to whom Father and Mother showed the path that leads to mature, responsible adulthood.

when we first experimented with the idea of his earning his own money. The idea was not at all to Keith's liking, and, to tell the truth, we were pretty doubtful about it ourselves.

HE joined the Boy Scouts when he was just fourteen. Then he discovered that being a scout involved various expenditures which made such inroads on his modest allowance of twenty-five cents a week that he couldn't seem to keep up with them. With characteristic logic, he stopped to figure out his expenses and found that, allowing for other small needs, such as school supplies, and for some slight margin, the sum he needed was fifty cents a week.

He promptly called a family council, which is our way of discussing such a problem, and presented his case, backed up by the figures to prove it. We gravely agreed that it was obvious he did need more money, and he put his notebook away with a satisfied smile.

However, since we parents had had some warning about what was to be discussed, we too had done a bit of thinking. For some little time we had been trying to encourage Keith to earn money in one of the many ways that were constantly presenting themselves in our little village. Many of the other boys his age shoveled snow, gardened, ran a paper route, or delivered groceries on their own initiative, but whenever one of those opportunities arose Keith scorned it, declaring he would rather have his time than the money.

We felt that he used most of his time pretty well, but we were beginning to have an uneasy feeling that he had little conception of the value of money—that he spent easily and often foolishly. As he grew older he didn't seem to improve in this respect. Often, indeed, he was unable to remember where his money had gone. Together, therefore, we had evolved a plan.

WE agreed with him that now he was older he needed more money but explained that the very fact of his being older gave him the strength and ability to earn some money for himself. He was genuinely horrified.

"But, Pop," he expostulated, "I need all my time for myself, and I don't think I waste any. When I take out the time for school and the chores I have to do at home, I don't have many hours left. You know, twenty-five cents a week won't make much difference to you, but it will make a big difference to me!"

Pop's reply was prompt and to the point. "You can easily earn a little money and still have ample time for your own interests if you really use all your time well. You have an asset that many people are looking for right now."

"What's that?" inquired Keith, doubtfully.

"You have fine mechanical ability. Mother tells me she depends on you for fixing all the small things in the house, and didn't she tell me Mrs. Brown next door asked you to repair her iron cord and her doorbell? You know how to do those simple things right now, and if you get stuck on any harder jobs I'll help you out. You can call me your consulting engineer!"

Keith brightened up at this and betook himself to the neighbor's house at once. In a few minutes he was back, jingling thirty-five cents in his hand. "That was fun," he admitted. "Now I have all the money I need for this week, and I can have all the rest of my time to myself. Next week I'll earn more money."



© H. Armstrong Roberts

THEN began a new and strange experience for our family. After he had done several jobs successfully, Keith's interest and enthusiasm were really aroused. He had some formal business cards printed, of which he was inordinately proud.

The phone rang at all hours. Clocks, electric toasters, irons, hair dryers—all sorts of appliances were brought to the house, for with the wartime shortage of skilled help, people were delighted to find someone who could make the needed repairs. All the other members of the family acted as assistants, taking messages and relaying money and gadgets back and forth.

We had surely taken on a new responsibility. Sometimes ruefully we remembered that all this had occurred because Keith wanted twenty-five

cents more a week! Certainly it would have been far easier to give it to him, but, having plunged in, we went on. We felt it our job constantly to encourage and help him (as inconspicuously as possible, of course) to give real service, to build up his business and improve it. His astonishment and delight at his own growing aptitude in "fixing" made all the drudgery involved seem worth while.

What a lot he learned! It is fun to recall his first clock repair job and the new attitude of responsibility he assumed toward it. It was an alarm clock, the property of a commuter who depended on it to wake him up in time to catch his train. Keith was not sure enough of his work to guarantee the job, so he carefully made arrangements with me, the first one awake in our house in the morning, to telephone the man and be sure the alarm had worked. When Keith found that it had gone off on time, as scheduled, and that because of his effort the man need never worry about getting his train, he was genuinely thrilled.

His experience in naming a price before a job was done and then finding it was a two-hour job instead of a twenty-minute job, as he had thought it would be, taught him to be more canny in setting prices. The generosity that people showed in paying him more than his modest fee and their honest pleasure in having the use of their gadgets again provided satisfaction from an unexpected angle.

At the next family council we all got a happy surprise. Keith announced nonchalantly, "I was certainly wrong about earning money. It's loads of fun, and it's great to have enough for everything. Last week I earned over a dollar. So you don't need to give me any allowance any more. I've found out there's no kick in money someone gives you, but it's fun to spend when you've earned it yourself. From now on I want to earn every cent I spend."

Some of the jobs he undertook were a bit beyond him, but Pop was as good as his word and gave help on more than one occasion. Just a few minutes of consultation often eased things along for Keith. Once in a mood of confidence, inspired by his successes with certain rather difficult jobs, he undertook to repair a vacuum cleaner, which turned out to be in very bad condition. Then Pop

did roll up his sleeves. For a whole Saturday afternoon and evening he gave up his own plans and devoted the hours to helping Keith get it in shape. It needed no persuasive efforts on the part of anyone for Keith to decide he wouldn't tackle that kind of a job again—not just yet, anyway.

THE important part of the experiment was not, of course, the actual money earned. That was merely a by-product. The new confidence it gave him in handling his own affairs; the feeling of adequacy in a grown-up world, so precious to an adolescent; the times when he genuinely sacrificed to give service—all these were richly valuable. The lessons in exercising tact and in understanding people that he gained in dealing with them directly, to satisfy their needs—these paid fine dividends, too.

I well remember his embarrassment on one occasion. "Whatever shall I say to this man?" he queried. "He's given me his electric clock to fix and asked me to find out if the mainspring is broken. I'd feel pretty fresh telling him there isn't one."

"Oh, isn't there one?" I asked innocently. He sighed with relief. "Gee," he said, "didn't you know either? Well, then, I guess there must be lots of average-looking people who don't know. Anyway, it's fixed. I'll just take it back and hope that in the meantime he's forgotten all about the mainspring."

FROM this repair business he progressed rather naturally into the radio repair business and later joined a band. Following that, he organized one of his own, gaining additional experience in leadership and management.

Knowing what actual fun Keith had in earning his own money, despite his lack of any natural business bent or interest in money as such, and watching his gain in adequacy and confidence, I feel more than a little sorry for boys who are given everything. I wonder if anything can make up to them for the thrills they are missing.

I think, too, that sharing this experience with Keith has helped me to understand what John Dewey means when he says that the only real good we can do for another person is to help make him aware of his potentialities. This, it seems to me, is what parents are for.

It is one of my rules in life not to believe a man who may happen to tell me that he feels no interest in children.—CHARLES DICKENS.

WHAT'S HAPPENING IN Education?



- Can't high school teachers arrange some method of assigning homework so as not to give six hours of work one night and one hour the next?

THE large number of parents' questions on the subject of homework is evidence that this is a matter to which educators should give serious attention.

Children in school should acquire the habit of doing the day's work efficiently and thoroughly *within* working hours. The time after school should be left free for play, relaxation, and leisure-time interests. We do incalculable damage to children's mental health, and often to their physical health as well, when we send them home with assignments of three or four hours' work in algebra, English, and the social studies.

The more conscientious the pupil, the greater the damage is likely to be. How can John or Mary be expected to become interested in music, in reading for the sheer enjoyment of good books, or in family recreation when, on four or five evenings a week, the demands of homework take precedence over everything else?

Work, moreover, should always be done under favorable conditions. It is a plain fact that most homes are too crowded, too noisy, or too dominated by adult activities to permit children to work efficiently in that environment.

If homework were eliminated, a longer school day would of course be necessary to provide enough working periods so that every child might complete his work within school hours. Perhaps we also need a longer school year, for there is much to learn.

At first the extension of the school day might

seem to work a hardship upon teachers, most of whom, like their pupils, have hours of homework to do after classes are over. But teachers, too, should have sufficient time during the school day to do their work. Then they could leave their brief cases in their desks and devote their evenings and week ends to that "worthy use of leisure" which most teachers extol but few have a chance to exemplify or enjoy.

- Don't you think it would be a good idea to have courses on public education in our schools?

IT would certainly be a good idea to include the study of public education in the curriculum of every high school in the United States.

Most thoughtful citizens would agree that the American system of public education is one of the most important institutions in this nation and that it is indispensable to the maintenance of democratic government. The schools teach their pupils about political, economic, and social institutions of the community and the nation. Yet one searches almost in vain through the curriculums of our high schools to find courses or units of study dealing with public education. Most of the graduates of our high schools know but little of the history, the organization, the financial support, and the major problems of the educational system under which they studied for twelve years.

Why is this so? Possibly those who are responsible for educational policy feel that they might be criticized as propagandists if they were to teach the facts about public education, and particularly the facts about inequalities of educational opportunity and the general need for increasing public funds for the schools. Possibly they assume that children will learn about public education simply by being pupils in public schools. Whatever the reasons may be, no one of them can excuse the failure of the schools to educate their pupils to be well-informed, public-minded patrons of education.

We would undoubtedly have better schools and better paid teachers if we had such courses in our schools. We would have more effective P.T.A.'s and better boards of education. We would have fewer one-room schools, more strong consoli-

THIS department, which made its first appearance two years ago, again brings to the parents of America's children an up-to-the minute account of current educational trends and the future practices toward which they lead. Our readers are cordially invited to send their queries to "What's Happening in Education?" in care of the *National Parent-Teacher*.

dated school districts, less of the glaring inequalities in educational opportunity that are found in every state, better state school finance systems, and Federal aid to equalize educational services. And we should have far fewer adults to become easy prey to the propaganda of those who oppose needed advances in public education.

Why not start by working to have such a course introduced in your community high school?

- Should nursery school become a part of the regular program of public school education?

YES, I think it should. Many of a child's most important learning experiences take place during the first five years of his life. Experience in nursery schools has shown that most children benefit in health, in cooperation with other children, and in many important social habits and attitudes. Although nursery schools are comparatively expensive, the cost of getting children off to a good start in such fundamental matters as those mentioned is far less than the cost of correcting a bad start later on. And the value in terms of the happiness and health of the youngsters cannot be measured in money.

All nursery schools should be under the direction of teachers professionally trained in nursery education. There is no field in which the competence of teachers is more essential.

Furthermore, we shall do well to remember that nursery schools should be operated for the children, not for the convenience of their parents. When so conceived and operated, they well warrant the use of public funds for their support.

- Are public school summer camps possible?

THEY are. I know a school system that has successfully operated a year-round camp for school children at public expense. Camping periods are scheduled so that every pupil in the school has an opportunity to attend camp for at least two weeks during his school years. Some pupils who particularly need camp experiences may attend for longer periods.

A year-round camp staff has been developed with great care—counselors, instructors, business manager, nurse, and cooks. However, the pupils do practically all the work, except cooking, and each camping group makes its contribution to the permanent improvement of the property.

Teachers attend along with their pupils. Parents are invited to a series of precamp conferences and to visit camp once while their children are there. Some unusually effective parent education has been carried on, with a large proportion of parents taking part. The cost—around two dollars

and a half a day for each child—is amply justified by the educational returns.

Camps furnish unique opportunities for children and youth to learn about health, group life, self-government, and the obligations of the individual to his community. They offer great possibilities for instruction in geography and science, for nature study, and for a wide variety of recreational activities, many of which may continue through adult life. Yet up to now camping has been largely limited to children and young people whose parents are able to pay the cost of attendance at private camps and to a few children from lower income families.

Persons who understand the educational values of camp life believe that the year-round camp should become part of the public educational system, so that every child may enjoy its benefits.

- Should high school students who will graduate in the next two years be barred from higher education to enable war veterans to enter college?

THE problem that you present is encountered practically everywhere these days and is a most difficult one to solve. With all universities and colleges crowded to capacity, any decision will mean that some worthy young people will have to be asked to wait their turn for a college education. It does not seem to be wise public policy, however, for our colleges greatly to reduce the number of current high school graduates who apply for admission, so as to make room for larger numbers of veterans. Each age group should be given its fair representation.

In recent months the Federal government has taken several steps to help universities and colleges enlarge their facilities well beyond prewar limits. Most important of these actions was the recent passage of Senate bill 2085. Under this act the government will, without cost, make surplus buildings available to universities and colleges engaged in the education of veterans, for use as classrooms, laboratories, and libraries.

A fair policy for educational institutions, it seems to me, is to admit a number of current high school graduates equal to the average for the last five years before the war, and to admit veterans to the extent permitted by enlarged facilities.

At the University of Denver, we are using large numbers of temporary buildings obtained from government surplus property agencies, and we are doubling the length of the school day, scheduling classes continuously from 8 a.m. to 10 p.m. Through such arrangements we are able to admit the usual prewar number of 1946 high school graduates and about twice that many war veterans.

—G. L. MAXWELL

Poetry Lane



Unicorn

Eve said, "This one
I myself shall name.
No sound in all the world
Will be quite the same
As this small beast's name."

Adam said, "My own love,
Name it as you will!
While eons pass, the word you make
Men will breathe still."

Quietly the animals
Watched what came to pass—
The tiger, the leopard,
The ant and the ass.

Eve said, "A snow-white flank
And a silver horn"—
Eve said, "A lovelier thing
Never will be born."
Eve said, "I name thee, beast,
Unicorn."

—MARY CAROLYN DAVIES

Country Children Watching a Train Go By

The shining silver rails stretch out
Between one city and another,
Running over fields and brooks,
Leaping over gorge and river;
Carrying upon their backs
The snorting engines and their cars,
With smoke-plumes trailing in their tracks.
The great stack shooting fiery stars.

Seeing lost years where they stand,
Rooted in the daisied grass,
The brakeman waves a friendly hand.

They dance and shout as helpers pass
Roaring their tremendous thunder;
Then while the final echo shrills—
Play forgotten, lost in wonder,
With wistfulness upon their faces—
Their wide eyes pierce the curving hills
And dream of far, enchanted places.

—MARION DOYLE

Nearer than Weather

I am with you as the hours are,
And you are nearer than weather;
Lost in the dusk of the forest of love
We can only go on together.
Though the shuttle of shadows is weaving,
And our best may never be done,
Hand in hand we will meet the evening,
Satisfied as the setting sun.

—LOYD HABERLY

Security

Day is done,
Play is done.
You sit on my lap,
Relaxed, warm,
Just a tired
Little boy
Seeking rest.
Evening darkens,
The log glows,
Yellow and orange flames
Flicker bewitchingly.
All is quiet,
No talk now,
Just rest.

—ORVIS C. IRWIN

Birthday in Bed

Was ever greater woe than this?
There lies the yellow dotted swiss,
Crisp as a paper flower, and there
The socks and ribbons on a chair.

Selected clouds sail white as wool.
The cake is iced and beautiful;
But even children's plans may smash—
And Betsy wakened with a rash!

Now, at mid-morning, the tears are dry,
(For eight is far too old to cry).
Besides, to offset chicken pox—
A gentleman sent a florist's box—
With roses! How do fathers know
Exactly the right cure for woe?

—VIRGINIA BRASIER

SEARCHLIGHTS AND COMPASS POINTS

LAYING FIRM FOUNDATIONS

Our Blueprint . . . The Findings

ANNA H. HAYES

First Vice-President, National Congress of Parents and Teachers

DURING the coming year the goal of parent-teacher workers everywhere will be that of laying firm foundations for the future. In our task as builders we must have a blueprint—not a rigid, inflexible design but a pattern of goals and emphases that will be valid in hamlet and metropolis, in New England and the Far West, in the grain belt and the Deep South.

Such a pattern is provided by the 1946 convention findings, a bold blueprint of foundations for a world in which "children of every land will have the same rights and the same safeguard to their welfare and happiness" as our own children of America.

The findings set forth a plan of action presupposing that every parent-teacher member accepts the statement "All Children Are Our Children" as a basic fact, not merely as a meaningless slogan. With the findings before us as our program of work, "All Children Are Our Children" becomes the symbol of honest love for childhood, expressed in activities that will make each community—and thus the whole world—a better place for children.

A Children's Bill of Rights

THE findings set forth the basic principles for improving the conditions of all children. We must be concerned about their health, their homes, their education, their spiritual faith, and their ultimate development into well-rounded, responsible citizens.

These are, as the Congress has steadfastly believed throughout the fifty years of its existence, the inalienable rights of children. They are reaffirmed in the 1946 findings:

1. The right to physical and mental well-being.

"Good health and dependable medical care must be guaranteed to our children and to all children—not as a matter of temporary emergency but as a matter of course."

2. The right to live in homes where they are well fed, warm, clean, happy, and, above all, loved.

"All basic training for effective adulthood takes place in the home, and the fundamental lessons in helpful living, understanding, and cooperation are first learned within the home."

3. The right to be in schools where at every age new interests offer a daily challenge and where tasks are always ready for eager hands.

"Free public education is a chief factor in creating responsible citizens of high integrity."

4. The right to live in a community where fair play and lawfulness are the rule rather than the exception; where friendship and companionship are rewards for good conduct without regard to race, color, creed, or the type of honest labor that supports the family.

"All community resources must be used to provide for each child equal opportunities for growth, and to this end there must be cooperation among parents, teachers, churchmen, and other character-building groups."

5. The right to live in a world free from fear and strife, greed and hunger.

"Whether we like it or not, this is today one world. . . . The problems of intercultural education and world citizenship can be solved only when each individual devotes as much time, energy, interest, and self-sacrifice to helping the peace endeavors as he devoted to winning the war."

In interpreting and adapting the findings, we take into consideration the need to concentrate now, in our own communities, on certain specific child welfare goals. But the success of any community betterment effort must depend on three important points: first, our ability to set up goals that are possible of achievement in our own town or city; second, our ability to produce a commu-

TWENTY-SIX thousand local parent-teacher associations will be working as one, this year, to lay the firm foundations of a bright, imperishable world for all children. Before them is a builder's blueprint—the findings of the 1946 convention of the National Congress of Parents and Teachers. Each month this broad design will be interpreted by leaders of the organization highly qualified to suggest a plan of action for future progress.

nity program that will take into account existing conditions as well as the pressing needs of children; and, third, our willingness to pool our abilities and our energies to make the program work.

Not Just a Paper Program

THE first step in translating the findings into action is to determine the most significant goal as it is related to the most urgent need of the day—that is, the problem that affects the greatest number of children of all ages and conditions. The second step, of course, is to organize community forces for an all-out attack.

The primary need in a community may be for housing—suitable dwellings in which children may find reasonably comfortable and respectable surroundings for wholesome growth and happiness. Or the greatest need may be for health facilities that will ensure the most modest home the help it requires to make every member of the family free from remediable physical defects. Or perhaps community recreation facilities are not adequate for helping youth to live wholesome, well-adjusted lives the year around. Whatever the most acute need may be, it offers a basis for constructive parent-teacher activity as blueprinted in the findings.

It is fundamental to remember that good can be achieved for our *own* children only as it is accomplished for all children. Many years ago my husband and I used to stand at the edge of Denver's streets, searching earnestly and diligently for our own little boys as they marched along in a regiment of one thousand "Highlanders." It was almost always impossible to find them. There were dozens of boys identically clad in khaki uniforms, striding up the street with the swinging rhythm of soldiers, who looked exactly like our own. Other fathers and mothers stood by, calling out "There he is!" and then laughing to find themselves mistaken and unable, as we were, to find the son of the household.

Where Are the Differences?

IT was an enlightening experience. More than that, it was an enlarging experience. For lack of positive identification, one thousand little boys each brought a glow of pride and happiness, in-

terest and love to the hearts of their collective parents. And the hearts of those parents opened to accept every "Highlander" as an object of personal affection. Because any one of them might have been our own son, we must love them all.

The world's children, of course, make up a group too large and too varied to be confused with our own. Even the community's children are easily identified each from the other. But though all children do not *look* alike, we must never forget that they all *feel* alike under the pressures of living. They all have the same needs and, for the most part, the same desires. We must not forget that they are all helpless in a world of our making and that they depend on us for the chance to find what they need and to earn the rewards they desire.

Together We Build

CLEARLY, then, as we work with the 1946 findings before us, we must first accept the concept of universal childhood and, next, develop a program to meet the needs of all children. To put that program into effect, parent-teacher leaders face still another challenge—unity of effort.

Any conscientious group of parent-teacher members working on any community problem is bound to make an effective contribution, but that effectiveness will be increased manyfold if it becomes a part of a great nation-wide movement planned to bring about certain favorable changes in public attitude and in public achievement. We may be strong singly, but we shall be much stronger together. By the same token the entire group of us can develop maximum strength only if every individual unit is strong, and willing to combine its strength with others devoted to similar ideals.

For this reason it is important that all parent-teacher units look to the 1946 findings for guidance in planning the year's program. Once the plan is brought before us in full vision, we must take from it those things that will help us most efficiently to solve the problems of our own local communities. Let us, then, work together wherever we are on whatever aspects of the plan are most important to us. Only in this way can we develop the tremendous force necessary to fulfill the promise we have made to ourselves: "All Children Are Our Children."



EXPLORING THE Preschool PERIOD

STUDY COURSE DIRECTED BY ETHEL KAWIN

About Our Study Course Article

METHODS of training babies have greatly changed in recent years. Only a generation ago conscientious mothers tried to make their young babies conform to rather rigid schedules of eating, sleeping, and elimination.

Under present-day methods, however, each mother studies her baby's needs and tries to meet them when they occur. Eventually the baby *does* have a schedule, but a reasonably flexible one based on his own self-regulation.

For our first study group meeting of the 1946-47 season we have a very stimulating article by an outstanding American pediatrician. His timely and significant message will not only help mothers, and grandmothers too, to train their babies in the modern way but will benefit everyone who is interested in the development of young children. So our study groups should get off to a very good start!

Suggestions for Programs

I. Since the whole question of baby training is one that requires the advice of a specialist, a talk by a good pediatrician or child psychologist who understands the newer methods would be an excellent program idea. See that the lecture is followed by questions and free discussion in which every member of the group takes part. Each person should read Dr. Spock's article carefully before this first meeting!

II. Two or three members of the study group might look up several articles or a book or two that were written by well-known pediatricians about twenty years ago, and then prepare a summary of the major recommendations made for baby training in that period.

Two other members might investigate a *recent* book or magazine articles from our list of references below, and be ready to summarize the point of view and the practices recommended by baby specialists today.

A radio script based on this article will be available on October 1. It will be sent free only to Congress parent-teacher groups that are conducting radio programs. The script is being prepared at Station WHA, University of Wisconsin, under the direction of H. B. McCarty, National Congress chairman of the Radio Committee.



THE study course outline on this page is for the use of—

- Preschool study groups
- Preschool sections of P.T.A.'s
- Individuals who want to test their own knowledge

Based on the article "Baby Training Up to Date." See page 14.

These four persons could present their material either as a panel or as a symposium. In any case they should aim to give their fellow members a clear idea of important changes in baby care and training.

III. If neither of these types of program seems feasible, any capable lay leader, by using Dr. Spock's article and some of the references on this page, can give a good informal talk that will furnish a background for group discussion. Again, each member of the group should read "Baby Training Up to Date" beforehand.

IV. Several other possible types of program are described in the National Congress publication *Study Group Techniques for Parent-Teacher Associations*, which any group leader may obtain from the state congress office.

Pertinent Points for Discussion

1. The rigid schedules formerly recommended for babies have been supplanted by more flexible ones adaptable to individual needs.

What were the reasons for the older schedules? What are the advantages of the newer, more flexible methods? Which do you believe are better, and why? Give some illustrations of the old ways and the new in regard to feeding, sleeping, and elimination.

2. Babies need affection; they can be loved without being spoiled.

Why do modern psychologists consider it so necessary for the baby to feel that he is loved? What does that feeling do for him? What is the effect of too little love and affection on a child's emotional development?

3. No method of doing anything is really foolproof. In adopting any new method it is wise to be cautious so as to avoid undesirable extremes.

Make a list of some of the problems that the newer principles of baby training may present when put into practice. What are the common-sense ways of meeting such problems? What practices should we be especially cautious about if we are to steer clear of extremes?

References

Aldrich, Charles A., M.D., and Aldrich, Mary M. *Babies Are Human Beings*. New York: Macmillan, 1938.

This outstanding book by a famous pediatrician and his wife helps one to realize that every baby is an individual.

Gesell, Arnold, M.D., and Ilg, Frances L., M.D. *Infant and Child in the Culture of Today*. New York: Harper, 1943.

Gives detailed and specific suggestions about how to use the newer methods of baby training.

Spock, Benjamin, M.D. *Common Sense Book of Baby and Child Care*. New York: Duell, Sloan and Pearce, 1945.

An excellent new book for parents by the author of our study course article.

Articles in the *National Parent-Teacher*:

Downing, M. Elizabeth, M.D. "Young and Healthy," September 1944, pp. 24-27.

Ilg, Frances L., M.D. "Lots Can Happen Before Two," September 1945, pp. 8-11.

Plant, James S., M.D. "Does Your Child Feel Secure?" January 1944, pp. 12-15.

Wolf, Anna W. M. "The ABC of Emotions," March 1945, pp. 4-7.



PTA Frontiers

PARENTHOOD EDUCATION—A “FIRST” FOR MISSISSIPPI

THE Mississippi Congress of Parents and Teachers has stolen a march on the rest of the nation. While other groups have hoped and dreamed of state-wide programs in mental hygiene, social hygiene, or education for parenthood, the Mississippi Congress combined these three interests into one big project and proceeded to make the dream come true. They have called it, expressively enough, “Education for Responsible Parenthood.”

These Mississippi parent-teacher members knew from the beginning just what they wanted. They wanted an effective state-wide program that would help parents and teachers to build into the youth of today—who will be the parents of tomorrow—better social behavior, better habits of personal living, and a better understanding of the problems of family life. In other words, they wanted a program that would produce responsible parents fully equipped for the job of modern parenthood.

Furthermore, they recognized that the aims of good social hygiene, mental hygiene, and parenthood education could not be attained without the enlightened cooperation of parents and teachers. These men and women, too, must be prepared to guide children and young people not only into physical and mental maturity but also into emotional, social, and spiritual adulthood.

Mobilizing the Forces

EARLY in the game Mississippi's P.T.A. locked arms with other groups interested in the same or similar aims: churches; public health, group-work, and case-work agencies; educational groups; and civic organizations. Once support had been enlisted and the initial plans made, the influence of this combined interest was directed toward two key persons in the state, the superintendent of education and the state health officer.

To these men each day came an avalanche of letters—not from a committee but from individuals; not from one or two cities but from all over

the state; not for just a week or two but for many months.

There were numerous personal visits, too, and a constant stream of requests for as yet non-existent services within the realm of the two state departments. Finally—perhaps in self-defense—the officials called a conference to “let the people speak” and explore the possibility of organizing a desirable program.

The P.T.A. walked into that conference prepared to be heard. It voiced the needs and concerns of parents, insisted that youth must have better preparation for parenthood, and asked for a share in the development of plans for a state-wide parenthood education program. By the time every group had been heard, the personnel of the state departments of health and education were convinced that the people of Mississippi were ready for such a program and deserved an important role in shaping it.

A Two-way Project

SINCE both parents and teachers, together with other lay and professional leaders, had a hand in creating the plan, their ideas were predominantly reflected in it. The first step was to divide the project in two parts—a short-range program consisting of community study groups for parents and older young people and a long-range program of teacher training. The ultimate aim of this second program was to incorporate essential materials on mental and social hygiene and parenthood education into school curriculums.

The parent-teacher members of the short-range program committee, thinking in terms of local units, wove the practical thread of P.T.A. experience into the basic structure of the study group program. Certain of these principles, for example, were set forth in the form of instructions for organizing study groups:

1. Select simple reading and study materials that can be used in any home.
2. Enlist trained, professional leadership when it is

available, but don't let the lack of such leadership deprive people of needed information. Any intelligent community leader can learn the simple, essential facts and impart them successfully to members of study groups.

3. Don't overemphasize purely biological information. Teach the principles of physical growth in their proper relation to the principles of emotional, social, mental, and spiritual growth.

4. Exercise care in using the term *sex education*. Too many people misunderstand it.

5. Develop group participation by encouraging informal discussions. Too many lectures stifle the spirit of inquiry and the free exchange of opinion.

Thus the short-range program came into being, but like any newborn infant, it needed plenty of fostering and care. So again there were the letters, the visits, the requests for service—all directed to the state departments of health and education. This time, however, the letters were highly appreciative, and the requests urged that the programs-on-paper be translated into actual field performance. And once more results were immediately forthcoming.

The Program Grows and Thrives

ALTHOUGH the planning phase was now finished, members of the Mississippi Congress continued to serve on committees guiding the program. Their constant evaluation and constructive criticism have done much to preserve the necessary common-sense approach.

Then, too, when lay leadership was needed to carry the study group materials into communities throughout the state, the Mississippi Congress recruited leaders from local P.T.A.'s to attend the Discussion Leaders' Training Course given at Jackson. Many a local unit paid the expenses of its chosen representative, not to mention feeding her husband and caring for her children while she was in training. On her return from the three-day course she often found not

only her own P.T.A. but several other community groups eager to share her knowledge of three highly important subjects: the emotional growth of children, how to present parenthood facts to children, and the social guidance of youth.

Nor have the local parent-teacher units been satisfied to provide discussion leaders and promote study groups for the short-range program. Many of them have also persuaded their school boards and school officials to participate in the in-service training of teachers provided by the long-range program.

In one community the local P.T.A. presidents called every teacher individually. They told her that they heartily approved of the plan and appreciated the time and study required to teach "Education for Responsible Parenthood." As a result of just such voluntary support, more and more school systems are requesting workshops for in-service teacher training.

The Program Becomes Permanent

THIS year, when both the short-range and the long-range programs grew so fast that they outstripped the capacities of volunteer and part-time leaders, the P.T.A. was again ready to take action. So many communities wanted study groups, so many school systems wanted teacher training workshops that a full-time staff was obviously necessary. Since no official agency had either the legislated funds or the personnel for such a staff, it was evident that voluntary interested groups would have to maintain the program until funds could be obtained by legislation.

Without hesitation the Mississippi Congress of Parents and Teachers participated in a concerted move to revive the dormant Mississippi Social Hygiene Association. This organization, it was decided, could well serve as a vehicle to carry the new program on a permanent basis.

Thus through perseverance, good social techniques, and sincere cooperation with other groups the Mississippi Congress of Parents and Teachers has played a major role in the creation of the state-wide "Education for Responsible Parenthood" program—the first of its kind in the nation. Those parents and teachers who have helped to guide this program from its infancy into its vigorous youth of today will continue to guard and foster it because it belongs to *them*. This is in every sense a people's program. Mississippi's people have found a way to meet the need for intelligent, responsible parenthood. Other states can do it too!

—W. G. HOLLISTER, M.D.
Mental Hygiene Division
U.S. Public Health Service



© Ewing Galloway



BOOKS in Review

THE CHILD FROM FIVE TO TEN. By Arnold Gesell, M.D., and Frances L. Ilg, M.D. New York: Harper, 1946. \$4.00.

HERE at last is a guide to that bewildering and hitherto little explored period in a child's life—the years from five to ten. Following up their authoritative picture of the preschool period, *Infant and Child in the Culture of Today*, two noted child specialists have published the first complete analysis of youngsters of early school age.

Dr. Gesell, director of the Yale Clinic of Child Development, and his co-author studied fifty children and then drew a composite picture to show how they grow, what they think about, what they feel and fear, and why their behavior turns inside out and upside down within five years.

Devoting a chapter to each year, the authors tell us that the average five-year-old is a home-centered, pleasant youngster who likes to help himself and to follow a simple pattern. At six he turns suddenly into an unpredictable demon who lives by whim and hates criticism. But a lad of seven begins to think about himself, even to criticize himself. The eight-year-old feels he is growing up, rushes headlong through busy days, explores new fields. Mr. Nine is more businesslike and somewhat preoccupied with classifying his knowledge, turns from family to gang, has a conscience. At ten, a boy shuns girls, is alert to ideas of loyalty and justice, and in general gets back to the balance of the five-year-old. Yet even as they trace the development of the normal, typical child, Doctors Gesell and Ilg constantly emphasize that "every child has an individual pattern, unique to him."

Illustrated with helpful pictures and charts and written in a readable, nontechnical style, the book will be as valuable for the average mother and father as for study groups and professional educators. Every thoughtful parent who wishes to gain new insight into the child's personality will do well to read this book.

MAKING FILMS WORK FOR YOUR COMMUNITY. New York: Educational Film Library Association, 1946.

IN any community the educational film, properly used, can be a powerful tool to stimulate public thinking, to unite the various groups and interests, and to arouse action on their common problems. Improperly used, it is little more than a waste of time. How, then, can a small community organization—an average P.T.A., for instance—learn to put films to work wisely?

The answer is found in this highly practical, quickly read book of only seventy-one pages. Its ten chapters, each written by an expert in the field of visual education, tell how to set up a community film program, how to select pictures, where to order them, what equipment is needed to show them, and how a film can be related to

specific local problems. The opening chapter by Edgar Dale, former chairman of the National Congress Committee on Visual Education, is a forthright account of the possibilities of educational films. The booklet may be ordered from the Educational Film Library Association, Inc., 45 Rockefeller Plaza, New York 20, New York.

THE IMPROVEMENT OF TEACHER EDUCATION. Final report of the Commission on Teacher Education. Washington: American Council on Education, 1946. \$2.00.

WHAT kind of teachers does America need? The Commission on Teacher Education, in the last of its splendid series of reports, answers this question for our time if not for all time. "The nation needs teachers who are superbly fitted to their important task. It needs teachers who . . . know how to work cooperatively with others. It needs teachers whose native gifts have been highly developed, . . . whose knowledge is accurate, extensive, and increasing. It needs teachers who like and are liked by children, who understand how children grow and develop. . . . It needs teachers who live in the world as well as in the school. . . . And it needs teachers who love their work."

What can be done to supply America's schools with just such teachers—the kind every parent hopes his child will have? The Commission, after a painstaking study of colleges, universities, and school systems from coast to coast, has some workable suggestions concerning teacher education. The improvement of teaching conditions, the recruitment of promising young people into the profession, and the expansion of in-service training programs for all teachers—these are only the high spots of a challenging, imaginative report.

RADIO: THE FIFTH ESTATE. By Judith C. Waller. Boston: Houghton Mifflin, 1946. \$4.00.

PARENT-TEACHER leaders and school administrators who recognize the value of radio as an educational force but do not know quite how to use it should find in *Radio: The Fifth Estate* exactly the help they need.

Miss Waller, who was responsible for originating *The Baxters*, our own national P.T.A. program, discusses many types of public service broadcasts, suggests ways to prepare scripts with listener-appeal, and describes the intricate technical functioning of radio. With great skill she even takes the mystery out of such complicated processes as frequency modulation and television.

A section on educational broadcasting will be invaluable to P.T.A. radio chairmen, especially since Miss Waller advises local stations to "become allied with any activity that is intended to raise the level of the health and welfare of the town or city." This pioneering work does indeed deserve the widest possible circulation.

THE Family REDISCOVERS ITSELF

STUDY COURSE DIRECTED BY RALPH H. OJEMANN

Outstanding Points

I. In the not so distant past young men here in America believed they must have a substantial bank account before marriage, so as to give their families more material advantages than they themselves had had.

II. This same ideal of financial success had an effect on the size of the family. Most middle-class couples were content with two, or possibly three, children. In other words, the birth rate decreased as families acquired wealth and possessions.

III. Today we are beginning to develop a new concept of success, which must be fostered if we are to recover from our worship of fortune and property. We must come to realize that our true birthright lies in the enjoyment of our family in and for itself.

IV. What if we cannot leave our children a great deal of money and property? We can bequeath to them a legacy of health, security, and serenity, assured that its value will not fluctuate with the passing years.

V. We can make family living an art by *action*—to change our environment when it can and should be changed—and by *philosophy*, when we need to give ourselves a new attitude toward life.

VI. The making of wise choices, in the things we buy and the things we do, means deciding what goals and possessions are most important and giving those priority. Less important things should be rejected briskly, without worry or regret.

VII. Families should learn to plan their time so that they may enjoy their routine tasks as well as those that offer more variety. If we take real pleasure in them and think less about the results to be achieved, we parents will not be so likely to hurry or to be impatient with our children's seeming inefficiency.

VIII. Another element in a zestful family life is talking over our cooperative tasks while we are doing them. Taking time out to make daily experiences rich and deeply meaningful keeps our attention focused more on people and less on things.

IX. As we learn by study and experience to give our children health, security, and serenity, we are accumulating a fortune that can never be taken away from us. That fortune is our family.

Questions To Promote Discussion

1. Why did so many people in the past place emphasis on getting material wealth rather than on having interesting families?

2. You have undoubtedly noticed that the war has changed this idea somewhat. How do you account for the change? Why does the birth rate go up in wartime?

3. Tell the group about an interesting and enjoyable family discussion that you took part in recently. What made it so stimulating?

4. The Roberts family—mother, father, and two teenage children—live in a quiet, middle-class suburb where they own their home and have many friends, all in modest circumstances. Mr. Roberts is offered a new position, at a much higher salary, in a large city several hundred miles away. He calls a family council to decide whether he should accept the offer. What pros and cons should they discuss? What would be your decision?

5. Suppose you are living in a small community where success is judged in terms of material possessions. What would you say to your children if they asked you why you haven't bought a new car, like all their friends' parents?

6. Dick is a lad of fifteen whose father died last year, leaving the family with only a very moderate income. Dick, however, goes around with a group of boys whose parents have a great deal of money. His mother does not wish to interfere with the friendships so important to a boy of this age, but she wants to help him develop a worth-while standard of values. How can she do this?

7. All of us have known families who were very happy even though they never had much money. Think of one such family that you have known. What was the *real* basis of their happiness? Do you think other families could learn to be happy in that way? Why or why not?

References

Baruch, Dorothy W. *Parents Can Be People*. New York: Appleton-Century, 1944.

Fisher, Dorothy Canfield. *Our Young Folks*. New York: Harcourt Brace, 1943. Part Four.

Folsom, Joseph K. *The Family and Democratic Society*. New York: Wiley, 1943.

Taylor, Katharine Whiteside. *Parents, Relax!* Child Welfare Pamphlet No. 25. Iowa City: University of Iowa Press.

Articles in the *National Parent-Teacher*:

Benedict, Ruth. "Let's Get Rid of Prejudice," February 1946, pp. 7-9.

Blatz, William E. "Making the Most of Success and Failure," March 1945, pp. 23-25.

Compton, Arthur H. "The Human Family in the Atomic Age," February 1946, pp. 16-18.

Mitchell, Grace Jackson. "Our World Council—At Home," June 1945, pp. 19-21.

Overstreet, Harry A. "Family Recreation," April 1945, pp. 13-15.

A radio script based on this article will be available on October 1. It will be sent free only to Congress parent-teacher groups that are conducting radio programs. The script is being prepared at Station WHA, University of Wisconsin, under the direction of H. B. McCarty, National Congress chairman of the Radio Committee.



THE study course outline on this page is for the use of—

- Parent education study groups
- P.T.A. program chairmen
- Individuals who want to test their own knowledge

Based on the article "Your Family Is Your Fortune." See page 4.

Motion Picture

PREVIEWS



AN eight-point program for facilitating the use of educational motion pictures, radio, and other audio-visual materials is to be proposed to the new United Nations Educational, Scientific, and Cultural Organization. The recommendations were drawn up by representatives of the National Congress of Parents and Teachers and of twenty-eight other educational and civic organizations representing a total membership of more than ten million. These delegates met last June for a conference sponsored by the American Council on Education and the Film Council of America.

The conference was also attended by film experts from six foreign countries, the United Nations, the Food and Agriculture Organization, and UNESCO's Preparatory Commission. Many state and city boards of education active in the use of audio-visual materials were likewise represented. These men and women heard addresses by various authorities in the areas of radio education, educational film production, and related audio-visual fields.

GEORGE F. ZOOK, president of the A.C.E., and C. R. Reagan, president of the Film Council, expressed jointly their satisfaction with the conference, stating that it had been "most successful in representing the viewpoints of the many organizations and educational media. In the term *audio-visual materials* we have included motion picture films, radio broadcasting and sound recordings, the graphic arts, posters, charts, exhibits, and museum activities."

The program proposed by this forward-looking group embodies the recommendations that UNESCO:

- Organize and operate a comprehensive informational service on audio-visual materials.
- Arrange for, facilitate, or produce audio-visual materials concerning its own activities, for use by member nations.
- Develop internationally accepted standards for the evaluation of audio-visual materials.
- Speed the free flow of audio-visual materials among nations.
- Facilitate distribution of audio-visual materials through established channels—governmental, educational, and commercial.
- Assist in an increased and more effective use of audio-visual materials.
- Develop research and encourage research projects by member nations in the fields of educational radio, motion pictures, and other audio-visual media.
- Facilitate the training and exchange of personnel engaged in fields related to the production, distribution, and use of audio-visual materials.

MEMBERS of the conference also passed a resolution recommending the establishment of a nongovernmental national coordinating group to cooperate with the National Commission to be appointed by the U.S. as its advisory body for UNESCO. The A.C.E. and the Film Council of America were requested to proceed toward the formation of such a national audio-visual group.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE (From 8 to 14 years)

Courage of Lassie—Metro-Goldwyn-Mayer. Direction, Fred W. Wilcox. Reminiscent, in its war sequences, of *Son of Lassie*, in which the dog hero starred, this film is particularly noteworthy for its exceptional views of wild animals photographed in their natural habitats. The scenes shot in the high Sierras are especially beautiful, enhanced by Technicolor and by the fitting background music. The story, though somewhat sentimental, is entertaining and points out a much needed lesson—that of tolerance and understanding toward our returning veterans, man and dog alike. Cast: Lassie, Elizabeth Taylor, Frank Morgan, Tom Drake.

Adults	14-18	8-14
Entertaining	Good	Good

The Return of Rusty—Columbia. Direction, William Castle. A simple little story of boys and dogs, with good continuity but some amateurish acting. It will be mildly entertaining to adults and of greater interest to children. The musical background is in harmony with the plot, which contains both humor and pathos. Cast: Ted Donaldson, Mark Dennie, Barbara Woodell, John Litel.

Adults	14-18	8-14
Fair	Entertaining	Good

Smoky—20th Century-Fox. Direction, Louis King. A fine cast, color photography of beautiful country, and accurate treatment of ranch life make the picture version of Will James' novel thoroughly enjoyable. Burl Ives, singer of American folk ballads, is featured, and his singing is delightful. The emotionalism that usually accompanies stories of animals is kept at a minimum. This charming tale of a wild stallion and his adventures in the cattle country will please grownups and children alike. Cast: Fred MacMurray, Anne Baxter, Burl Ives, Bruce Cabot.

Adults	14-18	8-14
Good	Good	Good

Three Wise Fools—Metro-Goldwyn-Mayer. Direction, Eddie Buzzell. This diverting adaptation of the stage play is outstandingly cast and excellently directed. Although the story mixes fantasy and reality and is not always convincing, it entertains all the way to its satisfactory end. Cast: Margaret O'Brien, Lionel Barrymore, Lewis Stone, Edward Arnold.

Adults	14-18	8-14
Entertaining	Entertaining	Entertaining

FAMILY

(Suitable for children if accompanied by adults)

Anna and the King of Siam—20th Century-Fox. Direction, John Cromwell. This is the story of Anna Leonowens, who in the year 1862 went to Siam to teach English to the royal family. According to Margaret Landon, author of the book of the same name, the tale is 75 per cent fact and 25 per cent fiction based on fact. The screen adaptation is superbly done from every angle; casting, acting, direction, and photography are all of the best. Sets and costumes are colorful and authentic in detail. Rich in

beauty and in historical and social values, this deeply human picture is outstanding entertainment. Cast: Irene Dunne, Rex Harrison, Linda Darnell, Lee J. Cobb, Richard Lyon.

Adults 14-18 **Excellent** **Excellent** **Mature**

Centennial Summer—20th Century-Fox. Direction, Otto Preminger. A delightful musical drama based on the novel by Albert Idell, with a panoramic background of the Philadelphia Centennial of 1876. The lilting music of the late Jerome Kern and the delicate yet vivid color photography make a charming background for the excellent cast. The plot is interesting, and the picture is brightly entertaining. Cast: Jeanne Crain, Cornel Wilde, Linda Darnell, William Eythe.

Adults 14-18 **Delightful** **Delightful** **Mature**

Crack-Up—RKO. Direction, Irving Reis. A good story and a fine cast combine in a mystery drama that is absorbing without being terrifying. The plot concerns the disappearance of original masterpieces from a museum, and the characters involved are all intelligent people. The picture progresses with dignity, and there is a welcome absence of the stupid detective and his henchmen that so often mar this type of film. Cast: Pat O'Brien, Claire Trevor, Herbert Marshall, Ray Collins.

Adults 14-18 **Entertaining** **Entertaining** **Little interest**

Faithful in My Fashion—Metro-Goldwyn-Mayer. Direction, Sidney Salkow. This charming romantic comedy is well acted by a fine cast. Capable direction, good photography, appealing music, and a somewhat unusual background—a department store—build and hold one's interest. An unnecessary drinking scene might have been eliminated with no detriment to the plot. Cast: Donna Reed, Tom Drake, Edward Everett Horton, Spring Byington.

Adults 14-18 **Good** **Good** **Mature**

It Shouldn't Happen to a Dog—20th Century-Fox. Direction, Herbert Leeds. A light, gay mystery-comedy with a ridiculous but amusing story, excellent sound effects, and a musical accompaniment that emphasizes the humor. Policemen and the law are lightly dealt with. A well-trained dog adds much to the interest. Cast: Carole Landis, Allyn Joslyn, Margo Woode, Henry Morgan.

Adults 14-18 **Amusing** **Amusing** **Mature**

Janie Gets Married—Warner Brothers. Direction, Vincent Sherman. A domestic comedy with so many angles and such varied interests that it is sometimes bewildering to try to follow its general direction. The film, which is a sequel to *Janie*, contains a very fine cast, but trite and unconvincing situations make the story almost irritating. A novel and clever beginning sinks into a series of misunderstandings that seem out of keep-



Lee J. Cobb, Richard Lyon, and Irene Dunne in *Anna and the King of Siam*

ing with the type of characters portrayed. Cast: Joan Leslie, Robert Hutton, Edward Arnold, Ann Harding.

Adults 14-18 **Fair** **Fair** **No**

Little Mr. Jim—Metro-Goldwyn-Mayer. Direction, Fred Zinnemann. An entertaining social drama adapted from the novel by young Tommy Wadelton. The somewhat overly sentimental story, though it deals with children, is not for children. The picture is well cast, and the acting of Little Jim and the Chinese servant is for the most part completely natural and convincing. At times, however, the acting of other members of the cast appears to lack sincerity. Cast: "Butch" Jenkins, James Craig, Frances Gifford.

Adults 14-18 **Entertaining** **Entertaining** **No**

O.S.S.—Paramount. Direction, Irving Pichel. O.S.S. is of course the Office of Strategic Services, and the film deals with its activities during World War II. Though fictional, the picture seems almost documentary because of the expert technical supervision that has been given it. As a consequence it provides a comprehensive view of the rigid course of instruction that must be mastered by the department's prospective foreign agents and the hazardous but indispensable part they played in opening the pathway to victory. Well acted by an excellent cast and skillfully directed, O.S.S. keeps its audience tense. Cast: Alan Ladd, Geraldine Fitzgerald, Patric Knowles, John Hoyt.

Adults 14-18 **Good** **Good** **Tense**

Till the End of Time—RKO-Radio. Direction, Edward Dmytryk. Adapted from the novel *They Dream of Home* by Niven Busch, this story of returned servicemen's struggle for adjustment is absorbing entertainment. Splendidly produced and directed, it has a true-to-life atmosphere, and the theme is timely and universally appealing. Cast: Dorothy McGuire, Guy Madison, Robert Mitchum, Bill Williams.

Adults 14-18 **Excellent** **Excellent** **Mature**

A D U L T

Lover Come Back—Universal. Direction, William Seiter. A sophisticated farce-comedy with much night life, music, and drinking. Lavishly set and costumed, the picture is well cast and the dialogue is flippant but often amusing. Cast: George Brent, Lucille Ball, Vera Zorina, Charles Winninger.

Adults 14-18 **Amusing** **Sophisticated** **No**

Of Human Bondage—Warner Brothers. Direction, Edmund Goulding. A second screen adaptation from the novel by Somerset Maugham, this serious drama of human emotions is well produced and acted. The drab cobblestone streets and dreary paths of London supply a fitting background. However, the physical deformity and twisted mental outlook of Philip, which cause him to turn to the thoroughly bad Mildred, are not convincingly set forth. This version of the story lacks the gripping, heartbreaking appeal of the characterizations previously presented by Leslie Howard and Bette Davis. Cast: Paul Henreid, Eleanor Parker, Patric Knowles, Henry Stephenson.

Adults 14-18 **Entertaining** **No** **No**

The Searching Wind—Wallis-Paramount. Direction, William Dieterle. This absorbing social drama, adapted from Lillian Hellman's play, carries a challenging message, with prewar European diplomatic circles as its background. The picture is excellently cast, and the heavy, emotional story is well and convincingly told. Sylvia Sidney is lovely in a mature role. Robert Young gives a good performance as the American ambassador whose personal and political instability results in tragedy for his country and his wife and son. The solution is not entirely satisfying; it leaves one with a feeling of frustration in spite of the stirring, dramatic ending. Cast: Robert Young, Sylvia Sidney, Ann Richards, Dudley Digges.

Adults 14-18 **Good** **Mature** **No**

Two Smart People—Metro-Goldwyn-Mayer. Direction, Jules Dassin. This luxuriously set and costumed picture is acted with a lithesome charm that makes it very entertaining. The story is interesting and well told. On the other hand, these lighthearted criminals seem at all times to have the situation well in hand, and their final penalty does not seem commensurate with their crimes. Cast: Lucille Ball, John Hodiak, Lloyd Nolan, Hugo Haas.

Adults 14-18 **Entertaining** **Not recommended** **No**

Looking into Legislation

ONE item of legislation adopted recently by the Congress and the President of the United States will have a vast influence on the future of our country and the world. This is the McMahon bill, providing for the creation of a civilian agency that will have complete control over all atomic energy developments.

Last year the National Congress of Parents and Teachers vigorously opposed the May-Johnson bill, which would have allowed military men to be named to the control commission. The introduction of this latter bill brought forth a new phenomenon in American politics. Hundreds of scientists who had been working on atom bomb projects joined forces to combat any further military direction in the field of atomic energy. Their cause was sponsored by Senator Brien McMahon, under whom was organized the Senate Committee on Atomic Energy. For five months this group held hearings at which scientists, industrialists, and military officers testified. The committee then produced the McMahon bill, which was passed unanimously by the Senate.

The McMahon bill's solution to the question of military participation came as an amendment introduced by Senator Vandenberg. This provides that the Army and Navy name a liaison committee of officers who will be kept informed of all activities of the atomic energy commission. The military group may appeal any action affecting national security to the Secretary of War or of the Navy, who may then take the matter to the President for final decision.

When the measure came before the House, attempts were made to include one or two military men on the commission. However, the opposition dwindled when General Eisenhower declared that the Army did not want a representative on the commission and that he was entirely satisfied with the Vandenberg amendment. The bill emerged from the conference committee only slightly changed from its original form.

THE Atomic Energy Act calls for a commission of five civilians who will take over the Army's atom bomb plants and direct all future atomic developments. The government is to have a monopoly on the production of fissionable materials and on all atomic energy patents, both of which will be licensed in the public interest.

The major concession to the House point of view is the requirement that one of the commission's four principal divisions—that on military applications—be headed by a member of the armed forces. Other amendments stipulate FBI inspection of commission personnel; death penalties for violating secrecy regulations with treasonable intent; and authorization for the President to permit the Army to make weapons using atomic materials.

In passing this bill Congress has given proof of its good faith in world control of the atom by similar means, since this legislation is said to be in accord with the plan proposed by Bernard M. Baruch to the Security Council of the United Nations.

USING our emergency procedures, the National Congress of Parents and Teachers has given its support to S.1244, a bill permitting the Veterans Administration to reimburse state and local agencies for expenses incurred in connection with veterans' on-the-job training programs. Such expenses would be involved in determining the qualifications of industrial firms that furnish this training, or giving any service related to the programs.

Many state departments of education, especially in the

Contributors

When PAUL ENGLE writes about children's reading, he speaks both as a poet and as a father who has explored with his own young daughter the shining world of make-believe. His volumes of verse, such as *American Song* and *West of Midnight*, have won him not only the admiration but the deep affection of his many readers. *American Child*, reviewed recently in this magazine, reveals his rare understanding of the wonderment of childhood. Mr. Engle is a lecturer on poetry at the University of Iowa.

The return of JOSEPH K. FOLSOM to these pages after a year's absence will be welcomed by parent-teacher readers who have enjoyed his always stimulating contributions. Mr. Folsom is professor of sociology at Vassar College and has been chairman of the National Council on Parent Education. He has published several books on family living, notably *The Family and Democratic Society*, and has attained national renown in this important field.

Although EDWARD L. JOHNSTONE started out as a newspaperman, he has for many years successfully helped the mentally deficient to help themselves. Since 1930 he has been superintendent of the Woodbine Colony of which he writes so vividly. A well-known leader in welfare work on a nation-wide scale, he is vice-president of the American Prison Association and executive secretary of the National Conference of Juvenile Agencies.

To GRACE JACKSON MITCHELL, who once loved peace and quiet, family life could be confusing—bits of wiring here, radio knobs there, and a boogie-woogie band shattering the air. But by mixing good humor with intelligent parenthood, the Mitchells have achieved a household worth writing about. Our readers first met this family in Mrs. Mitchell's "Our World Council—at Home."

BONARO W. OVERSTREET, whose new series "How To Think About Yourself" is sure to be as popular as the other four she has written for us, is an old friend to most of our readers. But those who are reading the magazine for the first time are entitled to know that Mrs. Overstreet is a teacher and lecturer of distinction; a gifted poet; author of numerous books; and above all a discerning, sympathetic analyst of human hearts.

BENJAMIN SPOCK, M.D., is thoroughly familiar with all the perplexing problems of child care, for he is a pediatrician on the staff of Cornell Medical College and New York Hospital. Preeminent in his profession for his knowledge of both the physical and the psychological development of children, he is author of the widely praised *Common Sense Book of Baby and Child Care*, which has also been published as a Pocket Book.

GEORGE D. STODDARD, who served as chairman of the U.S. Education Mission to Japan, has recently resigned his position of state commissioner of education for New York to become president of the University of Illinois. One of this country's outstanding educators, President Stoddard has a long record of original contributions to the field of child study, including such books as the *Manual of Child Psychology* and *The Meaning of Intelligence*. He is an advisory editor of this magazine.

This month's "P.T.A. Frontier" was prepared by Dr. W. G. Hollister, Mental Hygiene Division, U.S. Public Health Service, and approved by Mrs. Ralph Hester, president, Mississippi Congress of Parents and Teachers.

South, have set up extensive veterans' training programs without sufficient state funds. If the Veterans Administration is not given authority to reimburse the states, the programs will have to be administered directly by the Veterans Administration—violating the policy of maximum local control for Federal aid projects.

—EDNA P. COOK